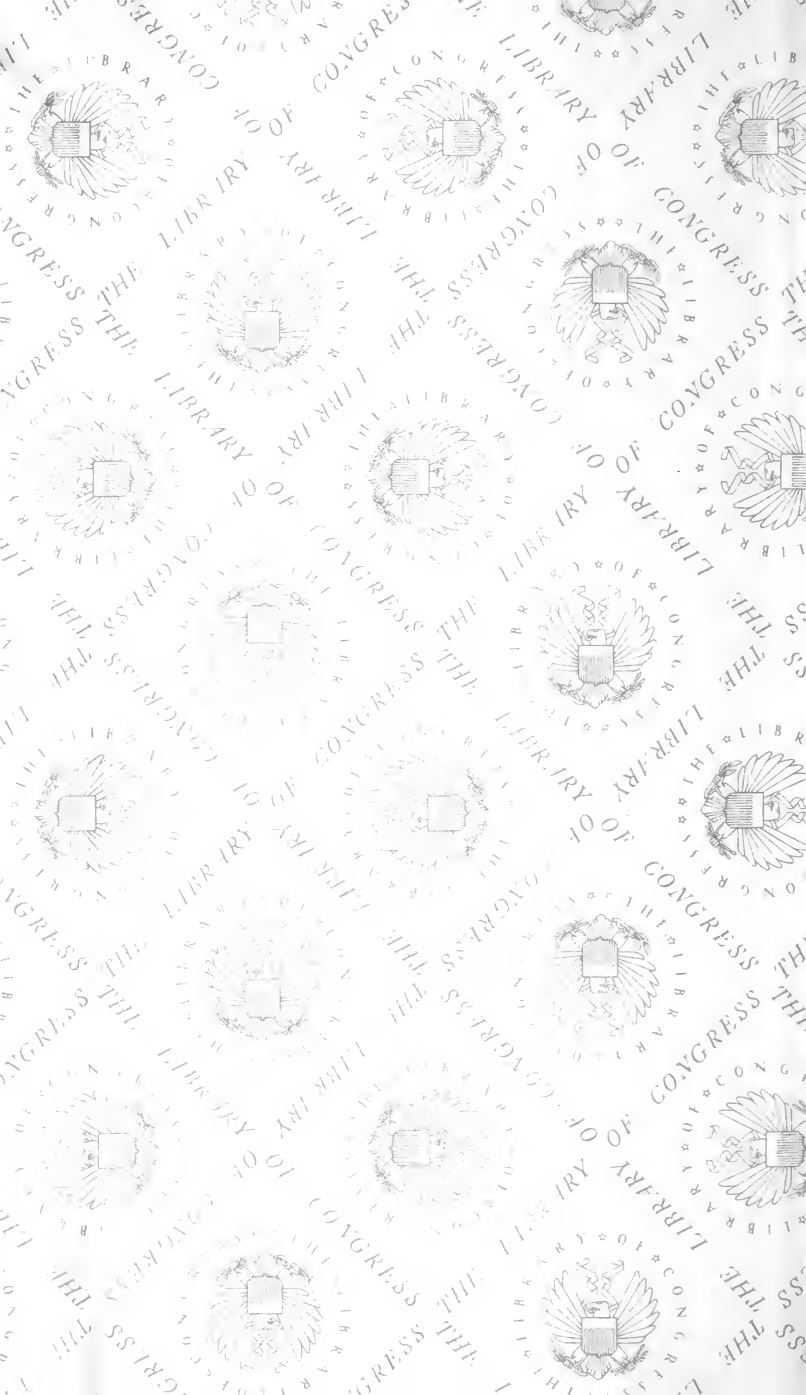


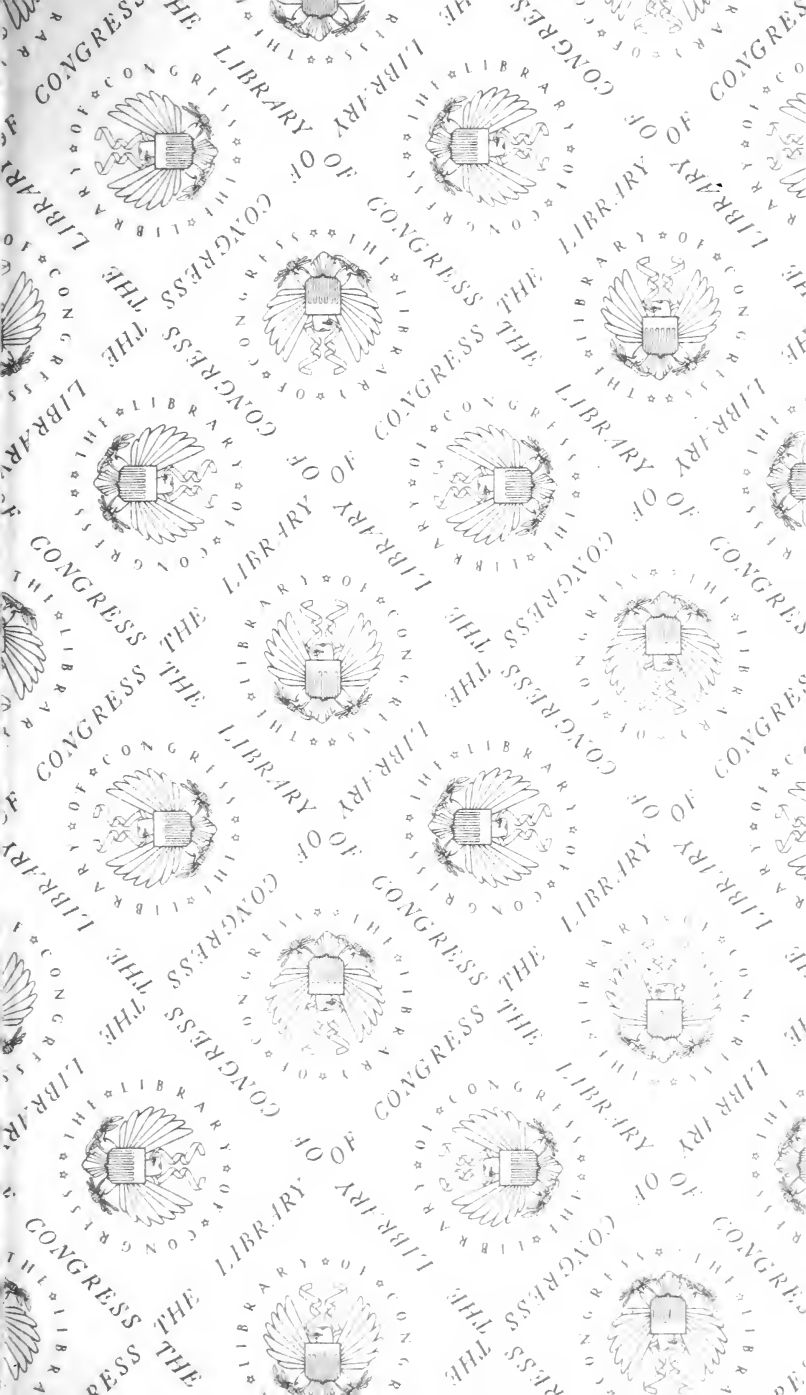
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PRICE'S

NEW

ENGLISH GRAMMAR:

CONTAINING ALSO

PUNCTUATION,

THE NOTES UNDER RULES IN SYNTAX,

AND

LESSONS IN PARSING:

THE RULES AND DEFINITIONS TAKEN MOSTLY FROM MURRAY

TO ALL WHICH IS ADAPTED

A NEW SYSTEM OF QUESTIONS;

BY SAMUEL PUTNAM.

REVISED AND IMPROVED,

BY DAVID PRICE,

AUTHOR OF THE ENGLISH SPELLER, ETC.



4

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PREFACE.

THE sale of the former editions of this work has encouraged the Editor to offer the public another, containing, as he would hope, some valuable improvements.

The object of the questions interspersed through this Grammar, is, to lead the learner, while committing his lesson, to discover its *meaning* and *application*.

The scholar should answer the questions which are *numbered*, in the common way. The questions which are *not* numbered, have no direct answer on the page; the design of which is, to teach the pupil to *think for himself*, and avail himself of his own resources, as soon as he shall have any at command.

As some teachers have expressed a wish for this Grammar in the catechetical form, with questions and answers alternately succeeding each other, and as it seemed that one in such a form would be less conveniently read, the attempt has been made, by the help of figures, to secure the *advantages* of that form, while its *inconveniences* are avoided.

The number of the question is prefixed to its appropriate answer; and this arrangement will enable the scholar as readily to learn the answer, as if it followed its proper question.

This edition also contains Punctuation, and the most important Notes in Murray's Syntax, with Lessons in Parsing, to which are prefixed Specimens illustrative of that exercise, arranged in their appropriate places. In other grammars,

these exercises are generally found either in an appendix, or after all the rules relating to parsing. The objection to this arrangement is, that the pupil has first to burden his mind with a number of principles, which are but indefinitely understood ; and when he comes to the exercises, he is obliged to apply, at the same time, many of these principles, which, by being confounded with one another, if they do not grow more dark and mysterious, may, at least, require much intellectual effort to be apprehended in all their various and distinct relations. The pupil, in order to be *successful*, must learn *one thing* at a time ; and learn it so thoroughly, that he shall be in no danger of confounding it with the next to which his mind may be directed. It is the design, in the present arrangement of exercises, that the scholar, when he shall have learned one rule, should immediately become acquainted with its *use* and *application*, before he proceeds to another ; so that, when he shall have gone through the Syntax, he may have a distinct knowledge of its principles.

The book has not only been carefully revised, but restereotyped ; and it is now presented in a neat, compact form ; well bound, and it is offered at a very low price.

THE EDITOR.

New York, March 12, 1856.

ENGLISH GRAMMAR.

ENGLISH GRAMMAR is ⁽¹⁾ the art of speaking and writing the English language with propriety.

It is divided into ⁽²⁾ four parts, viz. ⁽³⁾ ORTHOGRAPHY, ETYMOLOGY, SYNTAX, and PROSODY.

QUESTIONS.—1. What is English Grammar? 2. Into how many parts is it divided? 3. Name them.

ORTHOGRAPHY.

LETTERS.

An articulate sound is ⁽¹⁾ the sound of the human voice, formed by the organs of speech.*

ORTHOGRAPHY teaches ⁽²⁾ the nature and powers of letters, and the just method† of spelling words.

A *Letter* is ⁽³⁾ the first principle, or least part of a word.

The letters of the English language‡ (called ⁽⁴⁾ the English Alphabet) are twenty-six in number.

* *Organs of speech*—tongue, teeth, lips, &c.

† *Just method*—proper way.

‡ *Language*—speech.

The following is a List of the Roman and Italic Characters.

| ROMAN. | | ITALIC. | | NAME. |
|--------|--------|---------|--------|----------|
| CAP. | SMALL. | CAP. | SMALL. | |
| A | a | A | a | a |
| B | b | B | b | be |
| C | c | C | c | se |
| D | d | D | d | de |
| E | e | E | e | e |
| F | f | F | f | ef |
| G | g | G | g | je |
| H | h | H | h | aitch |
| I | i | I | i | i or eye |
| J | j | J | j | ja |
| K | k | K | k | ka |
| L | l | L | l | el |
| M | m | M | m | em |
| N | n | N | n | en |
| O | o | O | o | o |
| P | p | P | p | pe |
| Q | q | Q | q | cue |
| R | r | R | r | arr |
| S | s | S | s | es |
| T | t | T | t | te |
| U | u | U | u | u or you |
| V | v | V | v | ve |
| W | w | W | w | double u |
| X | x | X | x | eks |
| Y | y | Y | y | wy |
| Z | z | Z | z | ze |

Letters are divided ⁽⁵⁾ into vowels and consonants.

A *Vowel* is ⁽⁶⁾ a letter representing an articulate sound that can be perfectly uttered* by itself; as, *a, e, o*; which are formed without the help of any other sound.

The vowels ⁽⁷⁾ are *a, e, i, o, u*, and sometimes *w* and *y*.

A *Consonant* is ⁽⁸⁾ a letter representing an articulate sound, which cannot be perfectly uttered without the help of a vowel; as, *b, d, f, l*; which require vowels to express them fully.

W and *y* are consonants ⁽⁹⁾ when they precede a vowel in the same syllable; as in *wine, twine, yet*; but in every other situation† they are vowels.

Consonants are divided ⁽¹⁰⁾ into Mutes and Semi-vowels.

⁽¹¹⁾ The *Mutes* cannot be sounded *at all* without the aid of a vowel. They are ⁽¹²⁾ *b, p, t, d, k*, and *c* and *g* hard.

⁽¹³⁾ The *Semi-vowels* have an imperfect sound of themselves. They are ⁽¹⁴⁾ *f, l, m, n, r, v, s, z, x*, and *c* and *g* soft.

Four of the semi-vowels, viz. ⁽¹⁵⁾ *l, m, n, r*, are also distinguished by the name of *liquids*, ⁽¹⁶⁾ from their readily uniting with other consonants, and flowing, as it were, into their sounds.

A *Diphthong* is ⁽¹⁷⁾ the union of two vowels, pronounced by a single impulse of the voice; as, *ea* in *beat*, *ou* in *sound*.

A *Triphthong* is ⁽¹⁸⁾ the union of three vowels, pronounced in like manner; as, *eau* in *beau*, *iew* in *view*.

* *Perfectly uttered*—wholly spoken.

† *Situation*—place.

A Proper Diphthong is ⁽¹⁹⁾ that in which both the vowels are sounded ; as, *oi* in voice, *ou* in ounce.

An Improper Diphthong ⁽²⁰⁾ has but one of the vowels sounded ; as, *ea* in eagle, *oa* in boat.

QUESTIONS.—1. What is an articulate sound? 2. What does Orthography teach? 3. What is a Letter? 4. What are the letters of the English language called? 5. How are they divided? 6. What is a Vowel? 7. Which are the vowels? 8. What is a Consonant? Which of the vowels do you use in pronouncing *b*? Which in *k*? 9. When are *w* and *y* consonants? What is *w* in *where*? Why? What is it in *how*? Why? What is *y* in *try*? Why? What is it in *youth*? Why? 10. How are consonants divided? 11. Can the Mutes be sounded without the aid of a vowel? 12. Which are they? Which of the vowels do you use in sounding each? 13. What is said of the Semi-vowels? 14. Name them. 15. By what other name are four of the semi-vowels distinguished? 16. Why? 17. What is a Diphthong? How many diphthongs do you find in your last answer? Can you name any other words which contain diphthongs? 18. What is a Triphthong? How many in your last answer? Can you name any other words which contain triphthongs? 19. What is a Proper Diphthong? How many in your last answer? 20. What is an Improper Diphthong? How many in your last answer?

SYLLABLES.

A SYLLABLE is ⁽¹⁾ a sound, or the representation of a sound, pronounced by a single impulse of the voice, and constituting* a word, or part of a word ; as, *a*, *an*, *ant*.

Spelling is ⁽²⁾ the art of rightly dividing words into their syllables, or of expressing a word by its proper letters.

QUESTIONS.—1. What is a Syllable? 2. What is Spelling?

WORDS.

WORDS are ⁽¹⁾ articulate sounds, used, by common consent, as signs of our ideas.

* *Constituting*—making, or forming.

A word of one syllable is termed* (2) a monosyllable; a word of two syllables, (3) a dissyllable; a word of three syllables, (4) a trisyllable; and a word of four or more syllables, (5) a polysyllable.

All words are either PRIMITIVE OR DERIVATIVE.

A *Primitive* word is (6) that which cannot be reduced to any simpler word in the language; as, *man, good, content*.

A *Derivative* word is (7) that which may be reduced to another word in *English* of greater simplicity; as, *manful, goodness, contentment, Yorkshire*.

QUESTIONS.—1. What are Words? What is an articulate sound? (See page 5.) 2. What is a word of one syllable called? 3. Of two syllables? 4. Of three? 5. Of four or more? Point out a Dissyllable. A Polysyllable. A Monosyllable. 6. What is a Primitive word? 7. What is a Derivative word? What sort of a word is *penknife*? Why? What sort of a word is *pen*? Why?

ETYMOLOGY.

The second part of Grammar is ETYMOLOGY; which treats† of (1) the different sorts of words, their various modifications,‡ and their derivation.¶

There are, in English, (2) nine sorts of words, or, as they are commonly called, *Parts of Speech*; namely, (3) the ARTICLE, the SUBSTANTIVE OR NOUN, the ADJECTIVE, the PRONOUN, the VERB, the ADVERB, the PREPOSITION, the CONJUNCTION, and the INTERJECTION.

QUESTIONS.—1. Of what does Etymology treat? 2. How many sorts of words are there in English? 3. Name them.

* *Termed*—called.

† *Treats*—tells of.

‡ *Modifications*—changes. ¶ *Derivation*—tracing them to their source; thus, *man* is the source whence we derive *manful*.

1. An ARTICLE is ⁽¹⁾ a word prefixed* to substantives, to point them out, and to show how far their signification† extends ; ‡ as, *a garden, an eagle, the woman.*

QUESTIONS.—1. What sort of a word is an Article ? What words in your last answer are articles ?

2. A SUBSTANTIVE or NOUN is ⁽¹⁾ the name of any thing that exists, or of which we have any notion ; as, *London, man, virtue.*

A Substantive may, in general, be distinguished ⁽²⁾ by its making sense of itself, or with the word THE before it ; as, *temperance, industry, chastity ; the book, the sun, the apple.*

QUESTIONS.—1. What is a Noun ? 2. How else may a Noun be distinguished ? What part of speech is *book* ? Why ?

[It will be well for the Teacher here to lay aside the Grammar, and turn to some familiar reading-lesson, and let the scholar select the Nouns, giving his reasons why he calls them such, till he shall be able to do it with facility. The same course may be pursued with the other parts of speech.]

3. An ADJECTIVE is ⁽¹⁾ a word added to a substantive, to express its quality ; as, *an industrious man, a virtuous woman.*

An Adjective may be known ⁽²⁾ by its making sense with the addition of the word *thing* ; as, *a good thing, a bad thing* ; or of any particular substantive ; as, *a sweet apple, a pleasant prospect.*

QUESTIONS.—1. What is an Adjective ? 2. How else may an adjective be distinguished ? What part of speech is *bad* ? Why ? What is *sweet* ? Why ?

4. A PRONOUN is ⁽¹⁾ a word used instead of a noun, to avoid the too frequent repetition of the

* *Prefixed*—placed before. † *Signification*—meaning.

‡ Thus *a man* signifies *any man* ; *the man*, *one particular man* ; *man*, leaving out the article, signifies *all men*.

same word ; as, The man is happy ; *he* is benevolent ; *he* is useful.

QUESTIONS.—1. What is a Pronoun ? What is *he* ? Why ? Instead of what noun is it used ? Repeat the example, using the noun only.

5. A VERB is ⁽¹⁾ a word which signifies to BE, to DO, or to SUFFER ; as, I *am*, I *rule*, I *am ruled*.

A Verb may be distinguished ⁽²⁾ by its making sense with one of the following pronouns, before it ; namely, I, THOU, HE, SHE, WE, YOU, or THEY ; or with the word *to* before it ; as, I *walk*, he *plays*, they *write* ; or, *to walk*, *to play*, *to write*.

QUESTIONS.—1. What is a Verb ? What is *am* ? Why ? What is *rule* ? Why ? What is *am ruled* ? Why ? 2. How may a verb generally be distinguished ? What is *walk* ? Why ?

6. An ADVERB is ⁽¹⁾ a part of speech joined to a verb, an adjective, or, sometimes, to another adverb, to express some quality or circumstance respecting it ; as, He reads *well* ; a *truly* good man ; he writes *very correctly*.

An Adverb may be generally known ⁽²⁾ by its answering to the question, How ? How much ? When ? or Where ? as, in the phrase, He reads *correctly*, the answer to the question, How does he read ? is, *correctly*.

QUESTIONS.—1. What is an Adverb ? What is *well* ? Why ? 2. How may an adverb generally be known ? What is *correctly* ? Why ?

7. PREPOSITIONS serve ⁽¹⁾ to connect words with one another, and to show the relation between them ; as, He went *from* London *to* York ; She is *above* disguise ; They are supported *by* industry.

A Preposition may be known ⁽²⁾ by its making sense with one of the following pronouns after it, namely, ME, US, HER, HIM, or THEM ; as, with *him*, for *her*, to *them*, &c.

QUESTIONS.—1. For what do Prepositions serve ? 2. How may a preposition be known ? What is *by* ? Why ?

8. A CONJUNCTION is ⁽¹⁾ a part of speech that is chiefly used to connect sentences, so as out of two or more sentences to make but one ; ⁽²⁾ it sometimes connects only words ; as, Thou *and* he are happy, *because* you are good ; Two *and* three are five.

QUESTIONS.—1. What is a Conjunction ? 2. Does it always connect sentences ? What is *because* ? Why ? What is *and* ? Why ?

9. INTERJECTIONS OR EXCLAMATIONS are ⁽¹⁾ words used to express some sudden passion or emotion of the speaker ; as, *O virtue ! how amiable thou art !*

QUESTION.—1. What are Interjections or Exclamations ?

ARTICLE.

An ARTICLE is a word prefixed to substantives, to point them out, and show how far their signification extends ; as, *a* garden, *an* eagle, *the* woman.

In English, there are but ⁽¹⁾ two articles, ⁽²⁾ *a* and *the* ; *a* becomes *an* ⁽³⁾ before a vowel, and before a silent *h* ; as, *an* acorn, *an* hour ; but if the *h* be sounded, the *a* only is to be used ; as, *a* hand, *a* heart, *a* highway.

⁽⁴⁾ *A* or *an* is styled* the Indefinite Article : it is used in a vague† sense, to point out a single thing of the kind, in other respects indeterminate ; as, Give me *a* book ; Bring me *an* apple.

The is called the Definite Article, because it ascertains what particular thing or things are meant ; as, Give me *the* book ; Bring me *the* apples ; meaning some book, or apples, referred to.

A substantive, without an article to limit it, is generally taken ⁽⁵⁾ in its widest sense ; as, *A*

* *Styled*—called.

† *Vague*—indefinite.

candid temper is proper for *man*; that is, for all mankind.

QUESTIONS.—1. How many Articles are there in English? 2. What are they? 3. When does *a* become *an*? Is it proper to say *a hour*? Why? Is it proper to say *an hand*? Why? 4. Which is the Indefinite Article? Why? What is *a*, in the example? Why? Point out some indefinite articles. 5. In what sense is a substantive taken which has no article to limit it? What does *man* mean, in the example? Why?

SUBSTANTIVE.

A SUBSTANTIVE or NOUN is ⁽¹⁾ the name of any thing that exists, or of which we have any notion; as, *London, man, virtue*.

Substantives are ⁽²⁾ either PROPER or COMMON.

Proper names, or substantives, are ⁽³⁾ the names appropriated* to individuals; as, *George, London, Thames*; hence, proper nouns are particular names.

Proper names always begin with a capital letter.

Common names, or substantives, stand for sorts ⁽⁴⁾ or classes containing many individuals under them; as, *animal, man, tree, &c.*; hence, common nouns are general names.

Common names begin with a small letter.

To substantives belong ⁽⁵⁾ GENDER, NUMBER, and CASE; and they are all of the third person ⁽⁶⁾ when spoken *of*, and of the second ⁽⁷⁾ when spoken *to*; as, *Blessings attend us on every side*; Be grateful, *children of men!* that is, *ye children of men*; hence, ⁽⁸⁾ the person of a noun is its position in discourse.

QUESTIONS.—1. What is a Noun? How many nouns in your last answer? 2. How are nouns divided? 3. What are Proper Nouns? What kind of a noun is *George*? Why? Point out some proper substantives. 4. For what do Common Substantives stand? What kind of a noun is *man*? Why? How many in your last answer? 5. What belong

* Appropriated—given.

to substantives? 6. When are they all of the third person? 7. When of the second? What person is *blessings*, in the example? Why? What person is *children*? Why? 8. What is the person of a noun?

GENDER.

GENDER is ⁽¹⁾ the distinction of nouns with regard to sex. There are ⁽²⁾ three genders, ⁽³⁾ the MASCULINE, the FEMININE, and the NEUTER.

The *Masculine* gender denotes ⁽⁴⁾ males; as, *a man, a horse, a bull*.

The *Feminine* gender denotes ⁽⁵⁾ females; as, *a woman, a duck, a hen*.

The *Neuter* gender denotes ⁽⁶⁾ objects which are neither males nor females; as, *a field, a house, a garden*.

[Nouns which are either masculine or feminine, may be called Common gender; as, *a bird, a child, a friend*.]

Some substantives, naturally neuter, ⁽⁷⁾ are, by a figure of speech, converted* into the masculine, or feminine gender; as when we say of the sun, *he* is setting, and of a ship, *she* sails well, &c.

The English language has ⁽⁸⁾ three methods of distinguishing the sex, viz.

1. By different words; as,

| <i>Male.</i> | <i>Female.</i> | <i>Male.</i> | <i>Female.</i> |
|--------------|----------------|--------------|------------------|
| Bachelor | maid | Husband | wife |
| Boy | girl | Lord | lady |
| Brother | sister | Man | woman |
| Buck | doe | Master | mistress |
| King | queen | Nephew | niece |
| Drake | duck | Singer | { songstress, or |
| Earl | countess | | { singer. |
| Father | mother | Son | daughter |
| Friar | nun | Stag | hind |
| Gander | goose | Uncle | aunt |
| Hart | roe | Wizard | witch |

* *Converted*—changed.

2. By difference of termination ; as,

| <i>Male.</i> | <i>Female.</i> | <i>Male.</i> | <i>Female.</i> |
|---------------|----------------|--------------|----------------|
| Abbot | abbess | Host | hostess |
| Actor | actress | Lion | lioness |
| Administrator | administratrix | Marquis | marchioness |
| Ambassador | ambadress | Master | mistress |
| Arbiter | arbitress | Mayor | mayoress |
| Baron | baroness | Patron | patroness |
| Bridegroom | bride | Poet | poetess |
| Benefactor | benefactress | Priest | priestess |
| Chanter | chantress | Prince | princess |
| Conductor | conductress | Prior | prioress |
| Count | countess | Prophet | prophetess |
| Duke | duchess | Protector | protectress |
| Elector | electress | Shepherd | shepherdess |
| Emperor | empress | Songster | songstress |
| Executor | executrix | Tiger | tigress |
| Governor | governess | Traitor | traitress |
| Heir | heiress | Tutor | tutoress |
| Hero | heroine | Votary | votaress |
| Hunter | huntress | Widower | widow |

3. By a noun, pronoun, or adjective, being *pre-fixed* to the substantive ; as,

| | |
|------------------|--------------------|
| A cock-sparrow | A hen-sparrow |
| A man-servant | A maid-servant |
| A he-goat | A she-goat |
| A male-child | A female-child |
| Male-descendants | Female-descendants |

QUESTIONS.—1. What is Gender ? 2. How many are there ? 3. Name them. 4. What does the Masculine gender denote ? 5. Feminine ? 6. Neuter ? What gender is *man* ? Why ? *Garden* ? Why ? What gender may *friend* be called ? Why ? 7. What is said of some substantives naturally neuter ? Give an instance. What gender is *sun*, naturally ? Into what gender is it converted by a figure of speech ? *Ship* ? Into what is it changed ? 8. How many ways has the English language of distinguishing the sex ? What is the first way ? Second ? Third ?

NUMBER.

NUMBER is (1) the consideration of an object as one or more.

Substantives are of ⁽²⁾ two numbers, ⁽³⁾ the SINGULAR and PLURAL.

The *Singular* number expresses ⁽⁴⁾ but one object ; as, a *chair*, a *table*.

The singular number is known ⁽⁵⁾ by its making sense with the word ONE before it ; as, *one chair*, *one table*.

The *Plural* number signifies ⁽⁶⁾ more objects than one ; as, *chairs*, *tables*.

The plural number is known ⁽⁷⁾ by its making sense with the word two before it ; as, *two chairs*, *two tables*.

Some nouns, ⁽⁸⁾ from the nature of the things which they express, are used only in the singular form ; as, *wheat*, *pitch*, *gold*, *sloth*, *pride*, &c. : and others only in the plural form ; as, *bellows*, *scissors*, *lungs*, *riches*, &c.

Some words are the same in both numbers ; as, *deer*, *sheep*, *swine*, &c.

The plural number of nouns is generally formed ⁽⁹⁾ by adding *s* to the singular ; as, *dove*, *doves* ; *face*, *faces* ; *thought*, *thoughts*. But when the substantive singular ends in *x*, *ch*, *sh*, or *ss*, we add *es* in the plural ; as, *box*, *boxes* ; *church*, *churches* ; *lash*, *lashes* ; *kiss*, *kisses*.

Nouns ending in *f* or *fe* are generally rendered* plural by the change of those terminations† into *ves* ; as *loaf*, *loaves* ; *wife*, *wives*. Those which end in *ff* have the regular plural ; as, *cuff*, *cuffs*.

Such as have *y* in the singular, with no other vowel in the same syllable, change it into *ies* in the plural ; as, *beauty*, *beauties* ; *fly*, *flies* ; but the *y* is not changed when there is another vowel in the syllable ; as, *key*, *keys* ; *delay*, *delays*.

QUESTIONS.—1. What is Number ? 2. How many numbers have nouns ? 3. What are they ? 4. What does the Singular number express ? 5. How is it known ? 6. What

* *Rendered*—made.

† *Terminations*—endings.

does the Plural signify? 7. How is it known? What number is APPLES? Why? What number is APPLE? Why? 8. Why are some nouns used only in the singular and others only in the plural? What nouns are used only in the plural? What only in the singular? Why? Name some nouns that are the same in both numbers. Is it proper to say *one sheep, two sheeps, three sheeps, &c.*? Why? 9. How is the plural number of nouns generally formed? What do you add to the noun *face*, to make it plural? What, to *box*? Why not *s* only? What, to *church*? Why? *Lash*? Why? *Kiss*? Why? How do you make *loaf* plural? Why? What do you add to the noun *cuff* to make it plural? Why? Into what do you change *y*, in *duty*, to make it plural? Why? How do you form the plural of *key*? Why?

CASE.

In English, substantives have ⁽¹⁾ three cases, the NOMINATIVE, the POSSESSIVE, and the OBJECTIVE.*

The *Nominative* case simply expresses ⁽²⁾ the name of a thing, or the subject of the verb; as, *The boy plays*; *The girls learn*.

The *Possessive* case expresses ⁽³⁾ the relation of property or possession, and ⁽⁴⁾ has an apostrophe with the letter *s* coming after it; as, *The scholar's duty*; *My father's house*.

⁽⁶⁾ When the plural ends in *s*, the other *s* is omitted, but the apostrophe is retained; as, *On* ⁽⁵⁾ *eagles' wings*; *The drapers' company*.

Sometimes, also, ⁽⁷⁾ when the singular terminates in *ss*, the apostrophic *s* is not added; as, *For goodness' sake*; *For righteousness' sake*.

The *Objective* case expresses ⁽⁸⁾ the object of an action, or of a relation; and generally follows a ⁽⁹⁾ transitive† verb, or a preposition; as, *John assists Charles*; *They live in London*.

* On the propriety of this objective case, see Murray's Grammar, pp. 54, 55.

† See on page 27.

English substantives are declined in the following manner :

| | <i>Singular.</i> | <i>Plural.</i> |
|-------------------------|------------------|----------------|
| <i>Nominative Case,</i> | A mother. | Mothers. |
| <i>Possessive Case,</i> | A mother's. | Mothers'. |
| <i>Objective Case,</i> | A mother. | Mothers. |
| | | |
| | <i>Singular.</i> | <i>Plural.</i> |
| <i>Nominative Case,</i> | The man. | The men. |
| <i>Possessive Case,</i> | The man's. | The men's. |
| <i>Objective Case,</i> | The man. | The men. |

QUESTIONS.—1. How many Cases have nouns in English? Name them. 2. What does the Nominative case express? Which words are the nominative cases in the example? 3. What does the Possessive case express? 4. How is it written? Which are the possessive cases in the example? Why? 5. How would you write the possessive case of *eagles*? *Drapers*? 6. Why? How do you write *goodness* in the possessive? *Righteousness*? 7. Why? 8. What does the Objective case express? 9. What parts of speech does it generally follow? What words are the objective cases in the example? Why? Decline *mother*. Spell the nouns in each case, and tell where the apostrophe is placed.

Nouns to be declined.

Write (or spell) in the nominative case plural the following nouns: apple, plum, orange, bush, tree, plant, disorder, novice, beginning, defeat, protuberance.

Write the following substantives in the nominative case plural: cry, fly, cherry, fancy, glory, duty, boy, folly, play, lily, toy, convenience.

Write the following nouns in the possessive case singular: boy, girl, man, woman, lake, sea, church, lass, beauty, sister, bee.

Write the following in the nominative case plural: loaf, sheaf, self, muff, knife, stuff, wife, staff, wolf, half, calf, shelf, life.

Write the following in the possessive case plural: brother, child, man, woman, foot, tooth, ox, mouse, goose, penny.

Write the following nouns in the nominative and possessive cases plural: wife, chief, die, staff, city, river, proof, archer, master, crutch, tooth, mouth, baker, distaff.

EXERCISES IN PARSING.

Article and Substantive.

QUESTIONS.—What part of speech is———?*

ARTICLE. Why? (see p. 107.) Kind? (see p. 107.) Why?

NOUN. Why? (see p. 107.) Common or proper? (see p. 107.) Why? Person? Why? Number? (see p. 107.) Why? Gender? Why? Spell the noun in each case. In what case is it found?

| | |
|---------------------|--------------------|
| A bush. | A prince. |
| A tree. | The Hudson. |
| A flower. | The President. |
| An apple. | The Grocer's Co. |
| An almond. | America. |
| A house. | The pens. |
| The fields. | The girl's school. |
| The rainbow. | The laws. |
| The clouds. | Beauty. |
| The scholar's duty. | The continent. |
| George. | The Cesars. |

NOTE.—As the questions for parsing, in these and the exercises that follow, are too minute to be used a long time without becoming tedious, it will be expedient to omit them, as soon as they shall have answered the object of making the scholar familiar with the etymological definitions.

Repeat the preceding exercises, and parse according to the following

SPECIMEN.

A bush.

Bush is a common noun, of the neuter gender, third person, singular number, and nominative case.

ADJECTIVE.

An ADJECTIVE is ⁽¹⁾ a word added to a substantive to express its quality; as, An *industrious* man; A *virtuous* woman; A *benevolent* mind.

In English, the adjective is not varied on account

* Here insert the word to be parsed.

of gender, number, or case. Thus we say, A *careless* boy ; *Careless* girls.

The only variation which it admits is, ⁽²⁾ that of the degrees of comparison.

There are commonly reckoned ⁽³⁾ three degrees of comparison ; ⁽⁴⁾ the POSITIVE, COMPARATIVE, and SUPERLATIVE.

⁽⁵⁾ The *Positive* state expresses the quality of an object, without any increase or diminution ;* as, *good, wise, great*.

⁽⁶⁾ The *Comparative* degree increases or lessens the positive in signification ; as, *wiser, greater, less wise*.

⁽⁷⁾ The *Superlative* degree increases or lessens the positive to the highest or lowest degree ; as, *wisest, greatest, least wise*.

The simple word, or positive, becomes the comparative by adding ⁽⁸⁾ *r* or *er* ; and the superlative by adding ⁽⁹⁾ *st* or *est* to the end of it ; as, *wise, wiser, wisest* ; *great, greater, greatest*. And the adverbs ⁽¹⁰⁾ *more* and *most*, placed before the adjective, have the same effect ; as, *wise, more wise, most wise*.

Monosyllables, for the most part, are compared by *er* or *est* ; and dissyllables by *more* and *most* ; as, *mild, milder, mildest* ; *frugal, more frugal, most frugal*.

Some words, of very common use, are irregularly formed ; as, ⁽¹¹⁾ *good, better, best* ; *bad, worse, worst* ; *little, less, least* ; *much* or *many, more, most* ; and a few others.

QUESTIONS.—1. What is an Adjective ? What words are adjectives in the example ? Why ? 2. Of what variation do adjectives admit ? 3. How many degrees of comparison ? 4. Repeat them. 5. What is said of the Positive state ? 6. Comparative ? 7. Superlative ? Compare *wise*. 8. What

* *Diminution*—making less.

did you add to the positive to make it comparative? 9. What, to form the superlative? 10. What will have the same effect? Why is *mild* compared in the first way? Why *frugal* in the second? 11. Mention some words that are compared in neither of these ways. Compare them.

Adjectives to be compared.

Compare the following adjectives: fair, grave, bright, long, short, tall, wild, deep, strong, poor, rich, great.

Compare the following adjectives: amiable, moderate, disinterested, favorable, grateful, studious, attentive, negligent, industrious, perplexing.

Write the following adjectives in the comparative degree: near, far, little, low, good, indifferent, bad, worthy, convenient.

Write the following adjectives in the superlative degree: feeble, bold, good, ardent, cold, bad, base, little, strong, late.

EXERCISES IN PARSING.

Article, Adjective, and Substantive.

Parse the Article and Substantive agreeably to note on page 19.

QUESTIONS.—What part of speech is ———?

ADJECTIVE. Why? (see page 107.) Compare it. Where is it found?

A better world.

A good heart.

Shady trees.

A fragrant flower.

The verdant fields.

Composed thoughts.

The whistling winds.

A diligent scholar.

Fairest proposals.

Relentless war.

A temper unhappy.

Rapid streams.

A severe winter.

The careless ostrich.

A cheerful, good, old man.

Tender-looking charity.

A generous friend.

A mahogany table.

A winding canal.

A happier life.

The sweetest incense.

The ivy-mantled tower.

A fair day.

A pleasing address.

Wholesome aliment.

A free government.

The noblest prospect.

Repeat the preceding exercises, and parse them according to the following

SPECIMEN.

A better world.

Better is an adjective, and is found in the comparative degree.

PRONOUNS.

A PRONOUN is ⁽¹⁾ a word used instead of a noun,* to avoid the too frequent repetition of the same word ; as, The man is happy ; *he* is benevolent ; *he* is useful.

There are ⁽²⁾ three kinds of PRONOUNS, viz., ⁽³⁾ the PERSONAL, the RELATIVE, and the ADJECTIVE Pronouns.

PERSONAL PRONOUNS.

There are ⁽⁴⁾ five *Personal Pronouns*, viz. : ⁽⁵⁾ *I, thou, he, she, it* ; with their plurals, *we, ye or you, they*, and their variations of person, &c.

Personal pronouns admit of ⁽⁶⁾ PERSON, NUMBER, GENDER, and CASE.

The *Persons* of pronouns are ⁽⁷⁾ three in each of the numbers, viz. :

| | |
|---|-------------|
| ⁽⁸⁾ <i>I</i> is the first person | } Singular. |
| <i>Thou</i> is the second person | |
| <i>He, she, or it</i> , is the third person | |
| <i>We</i> is the first person | } Plural. |
| <i>Ye or you</i> , is the second person | |
| <i>They</i> is the third person | |

⁽⁹⁾ The *Numbers* of pronouns, like those of substantives, are two, the singular and the plural ; as, *I, thou, he* ; *we, ye, they*.

⁽¹⁰⁾ *Gender* has respect only to the third person singular of the pronouns *he, she, it*. *He* is masculine ; *she* is feminine ; *it* is neuter.

⁽¹¹⁾ Pronouns have three cases, the *Nominative*, the *Possessive*, and the *Objective*.

The objective case of a pronoun has, in general, a form different from that of the nominative or the possessive case.

* Hence the name *Pronoun*. *Pro* is a Latin word, and means *instead of*.

The personal pronouns are thus declined :

| | | <i>Singular.</i> | <i>Plural.</i> |
|-------------------------------------|-----------------|------------------|-----------------|
| <i>First person</i> | <i>Nom.</i> | I | We |
| | <i>Possess.</i> | My or mine | Our or ours |
| | <i>Obj.</i> | Me | Us |
| <i>Second per.</i> | <i>Nom.</i> | Thou | Ye or you |
| | <i>Possess.</i> | Thy or thine | Your or Yours |
| | <i>Obj.</i> | Thee | You |
| <i>Third per.</i> <i>Mas.</i> | <i>Nom.</i> | He | They |
| | <i>Possess.</i> | His | Their or Theirs |
| | <i>Obj.</i> | Him | Them |
| <i>Third per.</i> <i>Fem.</i> | <i>Nom.</i> | She | They |
| | <i>Possess.</i> | Her or Hers | Their or Theirs |
| | <i>Obj.</i> | Her | Them |
| <i>Third per.</i> <i>Neuter.</i> | <i>Nom.</i> | It | They |
| | <i>Possess.</i> | Its | Their or Theirs |
| | <i>Obj.</i> | It | Them |

NOTE.—*Mine* and *thine*, (¹²) instead of *my* and *thy*, were formerly used before a substantive or adjective beginning with a vowel, or a silent *h* ; as, Blot out all *mine* iniquities.

Mine, *thine*, *hers*, and, when similarly employed, *his*, with their plurals, *ours*, *yours*, *theirs*, are generally compound possessives, including both the possessor and the thing possessed ; as, The knife is *his* ; that is, the knife is *his knife*. The book is *mine* ; that is, *my book*.

QUESTIONS.—What is a Pronoun? Mention the pronouns in the example. Instead of what are they used? Repeat the example, using the nouns only. 2. How many kinds of pronouns? 3. Repeat them. 4. How many Personal Pronouns? 5. Repeat them. 6. Of what do personal pronouns admit? 7. How many persons in each number? 8. Repeat them. 9. What is said of their numbers? 10. Gender? 11. Cases? Decline the first person. Second. Third person masculine. Feminine. Neuter. 12. How were *mine* and *thine* formerly used?

NOTE.—*You* is employed also in the singular.

RELATIVE PRONOUNS.

RELATIVE Pronouns are (¹) such as *relate*, in general, to some word or phrase* going before,

* A phrase consists of several words.

which is thence called the antecedent;* they are ⁽²⁾ *who*, *which*, and *that*; as, The man is happy, *who* lives virtuously.

What is a kind of ⁽³⁾ compound relative, including both the antecedent and the relative, and is equivalent to ⁽⁴⁾ *that which*, or *the thing which*; as, This is *what* I wanted; that is to say, *the thing which* I wanted.

Who is applied ⁽⁵⁾ to persons; *which*, ⁽⁶⁾ to animals and inanimate things; as, He is a friend, *who* is faithful in adversity; The bird, *which* sung so sweetly, is flown; This is the tree, *which* produces no fruit.

That, as a relative, is often used ⁽⁷⁾ to prevent the too frequent repetition of *who* or *which*. It is applied ⁽⁸⁾ to persons and things; as, He *that* acts wisely deserves praise; Modesty is a quality *that* highly adorns a woman.

Who is of both numbers, and is thus declined:

SINGULAR AND PLURAL.

| | |
|-------------|---------------|
| Nominative, | <i>Who.</i> |
| Possessive, | <i>Whose.</i> |
| Objective, | <i>Whom.</i> |

Who, *which*, and *what*, are called ⁽⁹⁾ *Interrogatives*, when they are used in asking questions; as, *Who* is he? *Which* is the book? *What* are you doing?

QUESTIONS.—1. What are Relative Pronouns? 2. Which are they? Which word is the relative in the example? To what does it relate? What is *man* called? 3. What kind of relative is *what*? 4. To what is it equivalent in the example? Which of these two words is the relative? Which is its antecedent? 5. To what is *who* applied? 6. *Which*?

* Because *antecedent* is derived from two Latin words which mean *going before*.

Why would it not be proper to say, *Friend which? Bird who? Tree who?* 7. For what is *that* used as a relative? 8. To what is it applied? To what is it applied in the first example? To what in the second? What is said of *who*, in respect to number? Decline it. 9. What are *who*, *which*, and *what*, called, when they are employed in asking questions? What are *who*, *which*, and *what* in the examples? Why?

ADJECTIVE PRONOUNS.

(¹) ADJECTIVE Pronouns are of a mixed nature, participating* the properties both of pronouns and adjectives.

The adjective pronouns may be subdivided (²) into three sorts, namely, the DISTRIBUTIVE, the DEMONSTRATIVE, and the INDEFINITE.

1. The *Distributive* are (³) those which denote the persons or things that make up a number, as taken separately and singly. They are, (⁴) *each*, *every*, *either*; as, *Each* of his brothers is in a favorable situation; *Every* man must account for himself; I have not seen *either* of them.

2. The *Demonstrative* are (⁵) those which precisely point out the subjects to which they relate: (⁶) *this* and *that*, *these* and *those*, are of this class; as, *This* is true charity, *that* is only its image.

This refers (⁷) to the nearest person or thing, and *that* (⁸) to the more distant; as, *This* man is more intelligent than *that*. *This* indicates the latter, or last mentioned; *that*, the former, or first mentioned; as, Wealth and poverty are both temptations; *that* tends to excite pride; *this*, discontent.

* *Participating*—partaking.

3. The *Indefinite* are ⁽⁹⁾ those which express their subjects in an indefinite or general manner. The following are of this kind : ⁽¹⁰⁾ *some, other, any, one, all, such, &c.*

Other is declined in the following manner :

| | <i>Singular.</i> | <i>Plural.</i> |
|--------------|------------------|----------------|
| <i>Nom.</i> | Other. | Others. |
| <i>Poss.</i> | Other's. | Others'. |
| <i>Obj.</i> | Other. | Others. |

QUESTIONS.—1. What are Adjective Pronouns? 2. How may these be subdivided? 3. Which are the Distributive? 4. Name them. 5. Which are the Demonstrative? 6. Name them. 7. To what does *this* refer? 8. *That*? To which *man* does *this* refer in the example? To which does *that*? What does *this* indicate? *That*? What does *that* indicate in the example? *This*? 9. Which are the Indefinite? 10. Name them. Decline *other*. Spell it in each case, and tell where the apostrophe is placed.

Write the possessive singular and plural of the pronouns, I, thou, he, she, it, who, and other.

Write the objective cases, singular and plural, of the pronouns, I, thou, he, she, it, and who.

EXERCISES IN PARSING.

Article, Adjective, Pronoun, &c.

Let the *Verb* be omitted; the Article, Adjective, and Noun, parsed as before.

QUESTIONS.—What part of speech is ———?

PRONOUN. Why? (see page 107.) Decline it. (see page 23.) In what person, number, gender, and case, is it found?

I am sincere.
Thou art industrious.
He is disinterested.
Thou dost improve.
He assisted me.
You will submit.
They will obey us.

We honor them.
You encourage us.
They commend her.
Let him consider.
Know yourselves.
Let them advance.
They may offend.

| | |
|-------------------------------|----------------------------|
| Our hopes did flatter us. | They may have forgotten. |
| They have deceived me. | I can forgive. |
| Your expectation has failed. | He might surpass them. |
| He had resigned himself. | We could overtake him. |
| We completed our journey. | I would be happy. |
| Their fears will detect them. | Ye should repent. |
| He may have deceived me. | We should have considered. |

Repeat the preceding exercises, and parse them according to the following

SPECIMEN.

She is disinterested.

She is a personal pronoun, of the third person, singular number, feminine gender, and nominative case.

VERBS.

A VERB is ⁽¹⁾ a word which signifies to BE, to DO, or to SUFFER ; as, I *am*, I *rule*, I *am ruled*.

Verbs are of ⁽²⁾ three kinds, ⁽³⁾ ACTIVE, PASSIVE, and NEUTER. They are also divided ⁽⁴⁾ into *Regular*, *Irregular*, and *Defective*.

Active Verbs are also divided into *Transitive* and *Intransitive*.

A *Transitive Verb* expresses ⁽⁵⁾ action with an object on which that action terminates ; as, Dogs *bite* men ; Titus *destroyed* ⁽⁶⁾ the Temple.

An *Intransitive Verb* ⁽⁷⁾ is one that simply expresses action, without an object after it ; as, The dog *barks*.

A Verb *Passive* expresses ⁽⁸⁾ the receiving of an action, and necessarily implies ⁽⁹⁾ an object acted upon, and an agent by which that action is performed ; as, Abel was *killed* by Cain ; The Temple was *destroyed* ⁽¹⁰⁾ by Titus.

Here *was destroyed* is ⁽¹⁰⁾ a passive verb, because the object, *Temple*, is acted upon by the agent, *Titus*.

- (11) { In an Active Verb, the Nominative case acts.
 { In a Passive Verb, the Nominative case is acted upon.

A Verb *Neuter* expresses ⁽¹²⁾ neither action nor passion, but being, or a state of being ; as, *I am, I sleep, I sit.*

Here *am* is ⁽¹³⁾ a neuter verb, because it does not express any action.

Auxiliary or *Helping* Verbs are ⁽¹⁴⁾ those by the help of which the English verbs are principally conjugated ; they are ⁽¹⁵⁾ *do, be, have, shall, will, may, can,* with their variations ; and *let* and *must*, which have no variation.

To Verbs belong ⁽¹⁶⁾ *Number, Person, Mode, and Tense.*

QUESTIONS.—1. What is a Verb? What does *rule* signify? *Am? Am ruled?* 2. How many kinds of verbs? 3. What are they? 4. How else are they divided? How are Active verbs also divided? 5. What does a Transitive verb express? 7. What is an Intransitive verb? 6. What kind of a verb is *destroyed*? Why? On what does it act? *Bite?* On what does the action of *biting* terminate? 8. What does the verb Passive express? 9. What does it necessarily imply? 10. What kind of a verb is *was destroyed*? Why? *How* is it acted upon? *Was killed?* Why? *How* is it acted upon? 11. How is the Active verb distinguished from the Passive? 12. What does a verb Neuter express? 13. What kind of a verb is *am*? Why? *Sleep?* Why? *Sit?* Why? 14. What are Auxiliary verbs? 15. Which are they? 16. What belong to verbs?

NUMBER AND PERSON.

Verbs have ⁽¹⁾ two numbers, the SINGULAR and the PLURAL ; as, *I love, we love.*

In each number there are ⁽²⁾ three persons ; as,

| | <i>Singular.</i> | <i>Plural.</i> |
|-----------------------|---------------------|------------------------|
| <i>First Person,</i> | <i>I love.</i> | <i>We love.</i> |
| <i>Second Person,</i> | <i>Thou lovest.</i> | <i>Ye or you love.</i> |
| <i>Third Person,</i> | <i>He loves.</i> | <i>They love.</i> |

QUESTIONS.—1. How many Numbers have verbs? 2. How many persons in each number? Repeat the verb *love* in each person, singular and plural.

MODES.

MOOD or **MODE** is ⁽¹⁾ a particular form of the verb, showing the manner* in which the being, action, or passion, is represented.

There are ⁽²⁾ five modes of verbs, ⁽³⁾ the **INDICATIVE**, the **IMPERATIVE**, the **POTENTIAL**, the **SUBJUNCTIVE**, and the **INFINITIVE**.

⁽⁴⁾ The *Indicative* Mode simply indicates or declares a thing ; as, He *loves*, he *is loved* ; or it asks a question ; as, *Does he love ? Is he loved ?*

The *Imperative* Mode is used ⁽⁵⁾ for commanding, exhorting, entreating, or permitting ; as, *Depart thou ; mind ye ; let us stay ; go in peace.*

The *Potential* Mode implies ⁽⁶⁾ possibility or liberty, power, will, or obligation ; as, *It may rain ; he may go or stay ; I can ride ; he would walk ; they should learn.*

The *Subjunctive* Mode represents a thing ⁽⁷⁾ under a condition, motive, wish, or supposition, &c., and is preceded by a conjunction, expressed or understood, and attended by another verb ; as, *I will respect him, though he chide me ; Were he good, he would be happy ; that is, if he were good.*

The *Infinitive* Mode expresses a thing ⁽⁸⁾ in a general and unlimited manner, without any distinction of number or person ; as, *to act, to speak, to be feared.*

The *Participle* is ⁽⁹⁾ a certain form of the verb ; and derives its name ⁽¹⁰⁾ from its participating, not only the properties of a verb, but also those of an adjective ; as, *I am desirous of knowing him ; Ad-*

* *Mode*—means manner.

mired and *applauded*, he became vain ; *Having finished* his work, he submitted it, &c.

There are ⁽¹¹⁾ three Participles, ⁽¹²⁾ the PRESENT or ACTIVE, the PERFECT or PASSIVE, and the COMPOUND PERFECT ; as, *loving*, *loved*, *having loved*.

QUESTIONS.—1. What is Mode ? 2. How many modes have verbs ? 3. Repeat them. 4. What is said of the Indicative mode ? 5. For what is the Imperative mode used ? For what is *depart* used ? *Mind ? Let ? Go ?* 6. What does the Potential mode imply ? What does *may rain* imply ? *May go ? Can ride ? Could walk ? Should learn ?* 7. How does the Subjunctive mode represent a thing ? Which verbs are in the Subjunctive mode in the example ? By what conjunctions are they preceded ? By what verbs attended ? 8. How does the Infinitive mode express a thing ? 9. What is the Participle ? 10. From what does it derive its name ? Are there any participles in your last answer ? What words are participles in your example ? 11. How many participles are there ? 12. Repeat them.

TENSES.

Tense, being ⁽¹⁾ the distinction of time, might seem to admit only of the Present, Past, and Future ; but, to mark it more accurately, it is made to consist of ⁽²⁾ six variations, viz. ⁽³⁾ the PRESENT, the IMPERFECT, the PERFECT, the PLUPERFECT, the FIRST and SECOND FUTURE TENSES.

The *Present* Tense represents the action or event ⁽⁴⁾ as passing at the time in which it is mentioned ; as, *I rule*, *I am ruled* ; *I think* ; *I fear*.

The *Imperfect* Tense represents the action or event ⁽⁵⁾ either as past and finished, or as remaining unfinished at a certain time past ; as, *I loved* her for her modesty and virtue ; *They were traveling* post when he met them.

⁽⁶⁾ The *Perfect* Tense not only refers to what is past, but also conveys an allusion to the present

time ; as, I *have finished* my letter ; I *have seen* the person that was recommended to me.

The *Pluperfect* Tense represents a thing ⁽⁷⁾ not only as past, but also as prior to* some other point of time specified† in the sentence ; as, I *had finished* my letter before he arrived.

The *First Future* Tense represents the action ⁽⁸⁾ as yet to come, either with, or without respect to the precise time when ; as, The sun *will rise* to-morrow ; I *shall see* them again.

The *Second Future* intimates‡ ⁽⁹⁾ that the action will be fully accomplished at, or before the time of another future action or event ; as, I *shall have dined* at one o'clock ; The two houses *will have finished* their business, when the king comes to pro-
 rogue them.

QUESTIONS.—1. What is Tense ? 2. Of how many variations is it made to consist ? 3. What are they ? 4. How does the Present tense represent an action ? Is there any verb of the Present tense in your last answer ? Any participle ? 5. How does the Imperfect tense represent an action ? What verbs of this tense in your example ? 6. What is said of the Perfect tense ? What verbs of this tense in your example ? 7. How does the Pluperfect tense represent a thing ? What verb of this tense in your example ? How does it represent the action ? Before what point of time ? 8. How does the First Future represent an action ? What verb of this tense in your first example ? How does it represent the action ? 9. What does the Second Future intimate ? What verb of this tense in your example ?

The CONJUGATION of a verb is ⁽¹⁾ the regular combination§ and arrangement|| of its several numbers, persons, modes, and tenses.

* Prior to—before.

† Specified—mentioned.

‡ Intimates—informs.

§ Combination—uniting.

|| Arrangement—placing in order.

The Conjugation of an active verb is styled the **ACTIVE VOICE**; and that of a passive verb, the **PASSIVE VOICE**.

QUESTION.—What is the conjugation of a verb?

The auxiliary and active verb *To have* is conjugated in the following manner:

TO HAVE.

Indicative Mode.

PRESENT TENSE.

| <i>Singular.</i> | <i>Plural.</i> |
|--|----------------------------|
| 1 <i>Pers.</i> ⁽¹⁾ I have. | 1. We have. |
| 2 <i>Pers.</i> Thou hast. | 2. Ye <i>or</i> you have.* |
| 3 <i>Pers.</i> He, she, <i>or</i> it hath or has. | 3. They have. |

IMPERFECT TENSE.

| <i>Singular.</i> | <i>Plural.</i> |
|--------------------------|--------------------------|
| 1. ⁽²⁾ I had. | 1. We had. |
| 2. Thou hadst. | 2. Ye <i>or</i> you had. |
| 3. He, &c. had. | 3. They had. |

PERFECT TENSE.

| <i>Singular.</i> | <i>Plural.</i> |
|-------------------------------|-------------------------------|
| 1. ⁽³⁾ I have had. | 1. We have had. |
| 2. Thou hast had. | 2. Ye <i>or</i> you have had. |
| 3. He has had. | 3. They have had. |

PLUPERFECT TENSE.

| <i>Singular.</i> | <i>Plural.</i> |
|------------------------------|------------------------------|
| 1. ⁽⁴⁾ I had had. | 1. We had had. |
| 2. Thou hadst had. | 2. Ye <i>or</i> you had had. |
| 3. He had had. | 3. They had had. |

FIRST FUTURE TENSE.

| <i>Singular.</i> | <i>Plural.</i> |
|--|--|
| 1. ⁽⁵⁾ I shall <i>or</i> will have. | 1. We shall <i>or</i> will have. |
| 2. Thou shalt <i>or</i> wilt have. | 2. Ye <i>or</i> you shall <i>or</i> will have. |
| 3. He shall <i>or</i> will have. | 3. They shall <i>or</i> will have. |

* In familiar language, *you* is employed in the singular; thus: John, *you* were late this morning.

SECOND FUTURE TENSE.

Singular.

Plural.

- | | |
|--------------------------|-----------------------------|
| 1. (°) I shall have had. | 1. We shall have had. |
| 2. Thou wilt have had. | 2. Ye or you will have had. |
| 3. He will have had. | 3. They will have had. |

QUESTIONS.—1. What is the first person singular of the *Present Tense*? 2. *Imperfect*? 3. *Perfect*? 4. *Pluperfect*? 5. *First Future*? 6. *Second Future*? Repeat *all* the persons of each tense.

Proceed in the same manner with the other modes.

Imperative Mode.

Singular.

Plural.

- | | |
|--------------------------------|-----------------------------------|
| 2. Have thou, or do thou have. | 2. Have ye, or do ye or you have. |
|--------------------------------|-----------------------------------|

Potential Mode.

PRESENT TENSE.

Singular.

Plural.

- | | |
|------------------------------|-------------------------------|
| 1. (°) I may or can have. | 1. We may or can have. |
| 2. Thou mayst or canst have. | 2. Ye or you may or can have. |
| 3. He may or can have. | 3. They may or can have. |

IMPERFECT TENSE.

Singular.

Plural.

- | | |
|---|---|
| 1. I might, could, would, or should have. | 1. We might, could, would, or should have. |
| 2. Thou mightst, couldst, wouldst or shouldst have. | 2. Ye or you might, could, would, or should have. |
| 3. He might, could, would, or should have. | 3. They might, could, would, or should have. |

PERFECT TENSE.

Singular.

Plural.

- | | |
|----------------------------------|-----------------------------------|
| 1. I may or can have had. | 1. We may or can have had. |
| 2. Thou mayst or canst have had. | 2. Ye or you may or can have had. |
| 3. He may or can have had. | 3. They may or can have had. |

PLUPERFECT TENSE.

*Singular.**Plural*

- | | |
|---|---|
| 1. I might, could, would, <i>or</i> should have had. | 1. We might, could, would, <i>or</i> should have had. |
| 2. Thou mightst, couldst, wouldst, <i>or</i> shouldst have had. | 2. Ye <i>or</i> you might, could, would, <i>or</i> should have had. |
| 3. He might, could, would, <i>or</i> should have had. | 3. They might, could, would, <i>or</i> should have had. |

Subjunctive Mode.

PRESENT TENSE.

*Singular.**Plural.*

- | | |
|-------------------|------------------------------|
| 1. (3) If I have. | 1. If we have. |
| 2. If thou have. | 2. If ye <i>or</i> you have. |
| 3. If he have. | 3. If they have.* |

Repeat this mode, using one of the following conjunctions instead of IF: viz. *though, lest, whether, unless.*

Infinitive Mode.

*Present, (4) To have.**Perfect, To have had.*

PARTICIPLES.

| | |
|----------------------------|-------------|
| <i>Present or active,</i> | Having. |
| <i>Perfect or passive,</i> | Had. |
| <i>Compound perfect,</i> | Having had. |

QUESTIONS.—1. What is the first person singular of the present tense, in the INDICATIVE MODE? 2. POTENTIAL? 3. SUBJUNCTIVE? 4. INFINITIVE?

The auxiliary and neuter verb *To be* is conjugated as follows :

TO BE.

Indicative Mode.

PRESENT TENSE.

*Singular.**Plural.*

- | | |
|------------------------------|--------------------------|
| 1. I am. | 1. We are. |
| 2. Thou art. | 2. Ye <i>or</i> you are. |
| 3. He, she, <i>or</i> it is. | 3. They are. |

* The remaining tenses of the subjunctive mode are, in general, similar to the correspondent tenses of the indicative mode. Some, however, conjugate the imperfect tense of verbs subjunctively; as, [2d per. sin.], *If thou loved.*

IMPERFECT TENSE.

Singular.

Plural.

- | | |
|---------------|---------------------------|
| 1. I was. | 1. We were. |
| 2. Thou wast. | 2. Ye <i>or</i> you were. |
| 3. He was. | 3. They were. |

PERFECT TENSE.

Singular.

Plural.

- | | |
|--------------------------------|--------------------------------|
| 1. I have been. | 1. We have been. |
| 2. Thou hast been. | 2. Ye <i>or</i> you have been. |
| 3. He hath <i>or</i> has been. | 3. They have been. |

PLUPERFECT TENSE.

Singular.

Plural.

- | | |
|---------------------|-------------------------------|
| 1. I had been. | 1. We had been. |
| 2. Thou hadst been. | 2. Ye <i>or</i> you had been. |
| 3. He had been. | 3. They had been. |

FIRST FUTURE TENSE.

Singular.

Plural.

- | | |
|----------------------------------|--|
| 1. I shall <i>or</i> will be. | 1. We shall <i>or</i> will be. |
| 2. Thou shalt <i>or</i> wilt be. | 2. Ye <i>or</i> you shall <i>or</i> will be. |
| 3. He shall <i>or</i> will be. | 3. They shall <i>or</i> will be. |

SECOND FUTURE TENSE.

Singular.

Plural.

- | | |
|-------------------------|-------------------------------------|
| 1. I shall have been. | 1. We shall have been. |
| 2. Thou wilt have been. | 2. Ye <i>or</i> you will have been. |
| 3. He will have been. | 3. They will have been. |

Imperative Mode.

Singular.

Plural.

- | | |
|-----------------------------------|--|
| 2. Be thou, <i>or</i> do thou be. | 2. Be ye <i>or</i> you, <i>or</i> do ye be |
|-----------------------------------|--|

Potential Mode.

PRESENT TENSE.

Singular.

Plural.

- | | |
|-----------------------------------|---|
| 1. I may <i>or</i> can be. | 1. We may <i>or</i> can be. |
| 2. Thou mayst <i>or</i> canst be. | 2. Ye <i>or</i> you may <i>or</i> can be. |
| 3. He may <i>or</i> can be. | 3. They may <i>or</i> can be. |

IMPERFECT TENSE.

*Singular.**Plural.*

- | | |
|--|---|
| 1. I might, could, would, or should be. | 1. We might, could, would, or should be. |
| 2. Thou mightst, couldst, wouldst, or shouldst be. | 2. Ye or you might, could, would, or should be. |
| 3. He might, could, would, or should be. | 3. They might, could, would, or should be. |

PERFECT TENSE.

*Singular.**Plural.*

- | | |
|-----------------------------------|------------------------------------|
| 1. I may or can have been. | 1. We may or can have been. |
| 2. Thou mayst or canst have been. | 2. Ye or you may or can have been. |
| 3. He may or can have been. | 3. They may or can have been. |

PLUPERFECT TENSE.

*Singular.**Plural.*

- | | |
|---|--|
| 1. I might, could, would, or should have been. | 1. We might, could, would, or should have been. |
| 2. Thou mightst, couldst, wouldst, or shouldst have been. | 2. Ye or you might, could, would, or should have been. |
| 3. He might, could, would, or should have been. | 3. They might, could, would, or should have been. |

Subjunctive Mode.

PRESENT TENSE.

*Singular.**Plural.*

- | | |
|----------------|---------------------|
| 1. If I be. | 1. If we be. |
| 2. If thou be. | 2. If ye or you be. |
| 3. If he be. | 3. If they be. |

IMPERFECT TENSE.

*Singular.**Plural.*

- | | |
|------------------|-----------------------|
| 1. If I were. | 1. If we were. |
| 2. If thou wert. | 2. If ye or you were. |
| 3. If he were. | 3. If they were. |

The remaining tenses of this mode are, in general, similar to the correspondent tenses of the indicative mode.

Infinitive Mode.

*Present, To be.**Perfect, To have been.*

PARTICIPLES.

Present, Being.

Perfect, Been.

Compound Perfect, Having been.

Repeat the First Person Singular of all the tenses in each of the modes in their order.

Of the Conjugation of Regular Verbs.

ACTIVE.

Verbs active are called Regular, (¹) when they form their imperfect tense of the indicative mode, and their perfect participle by adding to the verb *ed*, or *d* only, when the verb ends in *e* ; as,

Present.

Imperfect.

Perfect Participle.

I favor.

I favored.

Favored.

I love.

I loved.

Loved.

QUESTIONS.—1. When are verbs active called regular? Is *favor* a regular verb? Why?

A Regular Active Verb is conjugated in the following manner :

TO LOVE.

Indicative Mode.

PRESENT TENSE.

Singular.

Plural.

1. I love.

1. We love.

2. Thou lovest.

[loves.

2. Ye or you love.

3. He, she, or it loveth or

3. They love.

IMPERFECT TENSE.

Singular.

Plural.

1. I loved.

1. We loved.

2. Thou lovedst.

2. Ye or you loved.

3. He loved.

3. They loved.

PERFECT TENSE.

Singular.

Plural.

1. I have loved.

1. We have loved.

2. Thou hast loved.

2. Ye or you have loved.

3. He hath or has loved.

3. They have loved.

PLUPERFECT TENSE.

Singular.

1. I had loved.
2. Thou hadst loved.
3. He had loved.

Plural.

1. We had loved.
2. Ye *or* you had loved.
3. They had loved.

FIRST FUTURE TENSE.

Singular.

1. I shall *or* will love.
2. Thou shalt *or* wilt love.
3. He shall *or* will love.

Plural.

1. We shall *or* will love.
2. Ye *or* you shall *or* will love.
3. They shall *or* will love.

SECOND FUTURE TENSE.

Singular.

1. I shall have loved.
2. Thou wilt have loved.
3. He will have loved.

Plural.

1. We shall have loved.
2. Ye *or* you shall have loved.
3. They will have loved.

Imperative Mode.

Singular.

2. Love thou, *or* do thou love.

Plural.

2. Love ye *or* you, *or* do ye love.

Potential Mode.

PRESENT TENSE.

Singular.

1. I may *or* can love.
2. Thou mayst *or* canst love.
3. He may *or* can love.

Plural.

1. We may *or* can love.
2. Ye *or* you may *or* can love.
3. They may *or* can love.

IMPERFECT TENSE.

Singular.

1. I might, could, would, *or* should love.
2. Thou mightst, couldst, wouldst, *or* shouldst love.
3. He might, could, would, *or* should love.

Plural.

1. We might, could, would, *or* should love.
2. Ye *or* you might, could, would, *or* should love.
3. They might, could, would, *or* should love.

PERFECT TENSE.

Singular.

1. I may *or* can have loved.
2. Thou mayst *or* canst have loved.
3. He may *or* can have loved.

Plural.

1. We may *or* can have loved.
2. Ye *or* you may *or* can have loved.
3. They may *or* can have loved.

PLUPERFECT TENSE.

Singular.

- 1 I might, could, would, *or* should have loved.
- 2 Thou mightst, couldst, wouldst, *or* shouldst have loved.
- 3 He might, could, would, *or* should have loved.

Plural.

1. We might, could, would, *or* should have loved.
2. Ye *or* you might, could, would, *or* should have loved.
3. They might, could, would, *or* should have loved.

Subjunctive Mode.

PRESENT TENSE.

Singular.

1. If I love.
2. If thou love.
3. If he love.

Plural.

1. If we love.
2. If ye *or* you love.
3. If they love.

The remaining tenses of this mode are, in general, similar to the correspondent tenses of the indicative mode.

Infinitive Mode.

Present, To love.

Perfect, To have loved.

PARTICIPLES.

Present, Loving.

Perfect, Loved.

Compound Perfect, Having loved.

PASSIVE.

Verbs passive are called *regular*, (¹) when they form their perfect participle by the addition of *d*, or *ed*, to the verb ; as, from the verb *To love*, is formed the passive, *I am loved*, *I was loved*, *I shall be loved*, &c.

A Passive Verb is conjugated (²) by adding the perfect participle to the auxiliary *to be*, through all its changes of number, person, mode, and tense, in the following manner.

QUESTIONS.—1. When is a verb passive called *regular* ?

2. How is the passive verb conjugated ?

TO BE LOVED.

Indicative Mode.

PRESENT TENSE.

Singular.

1. I am loved.
2. Thou art loved.
3. He is loved.

Plural.

1. We are loved.
2. Ye *or* you are loved.
3. They are loved.

IMPERFECT TENSE.

Singular

1. I was loved.
2. Thou wast loved.
3. He was loved.

Plural.

1. We were loved.
2. Ye *or* you were loved.
3. They were loved.

PERFECT TENSE.

Singular.

1. I have been loved.
2. Thou hast been loved.
3. He hath *or* has been loved.

Plural.

1. We have been loved.
2. Ye *or* you have been loved.
3. They have been loved.

PLUPERFECT TENSE.

Singular.

1. I had been loved.
2. Thou hadst been loved.
3. He had been loved.

Plural.

1. We had been loved.
2. Ye *or* you had been loved.
3. They had been loved.

FIRST FUTURE TENSE.

Singular.

1. I shall *or* will be loved.
2. Thou shalt *or* wilt be loved.
3. He shall *or* will be loved.

Plural.

1. We shall *or* will be loved.
2. Ye *or* you shall *or* will be loved.
3. They shall *or* will be loved.

SECOND FUTURE TENSE.

Singular.

1. I shall have been loved.
2. Thou wilt have been loved.
3. He will have been loved.

Plural.

1. We shall have been loved.
2. Ye *or* you will have been loved.
3. They will have been loved.

Imperative Mode.

Singular.

Plural.

- | | |
|--|--|
| 2. Be thou loved, <i>or</i> do thou be loved. | 2. Be ye <i>or</i> you loved, <i>or</i> do ye be loved. |
|--|--|

Potential Mode.

PRESENT TENSE.

Singular.

Plural.

- | | |
|--|--|
| 1. I may <i>or</i> can be loved. | 1. We may <i>or</i> can be loved. |
| 2. Thou mayst <i>or</i> canst be loved. | 2. Ye <i>or</i> you may <i>or</i> can be loved. |
| 3. He may <i>or</i> can be loved. | 3. They may <i>or</i> can be loved. |

IMPERFECT TENSE.

Singular.

Plural.

- | | |
|---|---|
| 1. I might, could, would, <i>or</i> should be loved. | 1. We might, could, would, <i>or</i> should be loved. |
| 2. Thou mightst, couldst, wouldst, <i>or</i> shouldst be loved. | 2. Ye <i>or</i> you might, could, would, <i>or</i> should be loved. |
| 3. He might, could, would, <i>or</i> should be loved. | 3. They might, could, would, <i>or</i> should be loved. |

PERFECT TENSE.

Singular.

Plural.

- | | |
|---|---|
| 1. I may <i>or</i> can have been loved. | 1. We may <i>or</i> can have been loved. |
| 2. Thou mayst <i>or</i> canst have been loved. | 2. Ye <i>or</i> you may <i>or</i> can have been loved. |
| 3. He may <i>or</i> can have been loved. | 3. They may <i>or</i> can have been loved. |

PLUPERFECT TENSE.

Singular.

Plural.

- | | |
|--|--|
| 1. I might, could, would, <i>or</i> should have been loved. | 1. We might, could, would, <i>or</i> should have been loved. |
| 2. Thou mightst, couldst, wouldst, <i>or</i> shouldst have been loved. | 2. Ye <i>or</i> you might, could, would, <i>or</i> should have been loved. |
| 3. He might, could, would, <i>or</i> should have been loved. | 3. They might, could, would, <i>or</i> should have been loved. |

Subjunctive Mode.

PRESENT TENSE.

Singular.

1. If I be loved.
2. If thou be loved.
3. If he be loved.

Plural.

1. If we be loved.
2. If ye or you be loved.
3. If they be loved.

IMPERFECT TENSE.

Singular.

1. If I were loved.
2. If thou wert loved.
3. If he were loved.

Plural.

1. If we were loved.
2. If ye or you were loved.
3. If they were loved.

The remaining tenses of this mode are, in general, similar to the correspondent tenses of the indicative mode.

Infinitive Mode.

Present, To be loved.

Perfect, To have been loved.

PARTICIPLES.

Present, Being loved.

Perfect, Been loved.

Compound perfect, Having been loved.

IRREGULAR VERBS.

Irregular Verbs are ⁽¹⁾ those which do not form their imperfect tense and their perfect participle by the addition of *d* or *ed* to the verb ; as,

Present.

I begin.

I know.

Imperfect.

I began.

I knew.

Perf. or Pass. Part.

Begun.

Known.

Irregular verbs are of ⁽²⁾ various sorts :

1. ⁽³⁾ Such as have the present and imperfect tenses and perfect participle the same ; as,

Present.

Cost

Put

Imperfect.

cost

put

Perfect Participle.

cost

put.

2. ⁽⁴⁾ Such as have the imperfect tense and perfect participle the same ; as,

Present.

Abide

Sell

Imperfect.

abode

sold

Perfect Participle.

abode

sold.

3. (5) Such as have the imperfect tense and perfect participle different; as,

| <i>Present.</i> | <i>Imperfect.</i> | <i>Perfect Participle.</i> |
|-----------------|-------------------|----------------------------|
| Arise | arose | arisen |
| Blow | blew | blown. |

QUESTIONS.—1. What are Irregular Verbs? What kind of a verb is *begin*? Why? What kind is *love*? (See p. 37.) Why? *Know*? Why? 2. How many sorts of irregular verbs? 3. Describe the first sort. 4. The second. 5. The third. Repeat the present, the imperfect, and the perfect tenses, present, and compound perfect participles, of the following verbs.

The following list of the irregular verbs will be found both comprehensive and accurate :

| <i>Present.</i> | <i>Imperfect.</i> | <i>Perf. Part.</i> | <i>Pres. Part.</i> | <i>Comp. Perf.</i> |
|----------------------------|-------------------|--------------------|--------------------|--------------------|
| Abide | abode | abode | abiding | having abode |
| Am | was | been | being | " been |
| Arise | arose | arisen | arising | " arisen |
| Awake | awoke R. | awaked | awaking | " awaked |
| Bear, to bring forth | bare | born | bearing | " born |
| Bear, to carry | | borne | bearing | " borne |
| Beat | beat | { beaten beat } | { beating | " beaten |
| Begin | began | begun | beginning | " begun |
| Bend | bent | bent | bending | " bent |
| Bereave | bereft R. | bereft R. | bereaving | " bereft R. |
| Beseech | besought | besought | beseeching | " besought |
| Bid | bade | bid | bidden | " bid |
| Bind | bound | bound | binding | " bound |
| Bite | bit | { bitten bit } | { biting | " bitten |
| Bleed | bled | bled | bleeding | " bled |
| Blow | blew | blown | blowing | " blown |
| Break | broke | broken | breaking | " broke |
| Breed | bred | bred | breeding | " bred |
| Bring | brought | brought | bringing | " brought |
| Build | built | built | building | " built |
| Burst | burst | burst | bursting | " burst |
| Buy | bought | bought | buying | " bought |
| Cast | cast | cast | casting | " cast |

| <i>Present.</i> | <i>Imperfect.</i> | <i>Perf. Part.</i> | <i>Pres. Part.</i> | <i>Comp. Perf.</i> |
|--|------------------------|---------------------|--------------------|--------------------|
| Catch | caught R. | caught R. | catching | having caught R. |
| Chide | chid | { chidden chid } | { chiding | " chidden |
| Choose | chose | chosen | choosing | " chosen |
| Cleave, <i>to stick,</i> <i>adhere</i> | } REGULAR | | | |
| Cleave, <i>to split</i> | { clove, or cleft } | { cleft clove } | { cleaving | " cleft |
| Cling | clung | clung | clinging | " clung |
| Clothe | clothed | clad R. | clothing | " clad R. |
| Come | came | come | coming | " come |
| Crow | crew R. | crowed | crowing | " crowed |
| Creep | crept | crept | creeping | " crept |
| Cut | cut | cut | cutting | " cut |
| Dare, <i>to</i> <i>venture</i> | { durst | dared | daring | " dared |
| Deal | dealt | dealt R. | dealing | " dealt R. |
| Dig | dug R. | dug R. | digging | " dug R. |
| Do | did | done | doing | " done |
| Draw | drew | drawn | drawing | " drawn |
| Drive | drove | driven | driving | " driven |
| Drink | drank | drunk | drinking | " drunk |
| Dwell | dwelt R. | dwelt R. | dwelling | " dwelt R. |
| Eat | eat, or ate | eaten | eating | " eaten |
| Fall | fell | fallen | falling | " fallen |
| Feed | fed | fed | feeding | " fed |
| Feel | felt | felt | feeling | " felt |
| Fight | fought | fought | fighting | " fought |
| Find | found | found | finding | " found |
| Flee | fled | fled | fleeing | " fled |
| Fling | flung | flung | flinging | " flung |
| Fly | flew | flown | flying | " flown |
| Forsake | forsook | forsaken | forsaking | " forsaken |
| Freeze | froze | frozen | freezing | " frozen |
| Get | got | got | getting | " got |
| Gild | gilt R. | gilt R. | gilding | " gilt R. |
| Gird | girt R. | girt R. | girding | " girt R. |
| Give | gave | given | giving | " given |
| Go | went | gone | going | " gone |
| Grave | graved | graven | graving | " graven |
| Grind | ground | ground | grinding | " ground |
| Grow | grew | grown | growing | " grown |
| Have | had | had | having | " had |

| <i>Present.</i> | <i>Imperfect.</i> | <i>Perf. Part.</i> | <i>Pres. Part.</i> | <i>Comp. Perf.</i> |
|---------------------|-------------------|------------------------|--------------------|--------------------|
| Hang | hung R. | hung R. | hanging | having hung R. |
| Hear | heard | heard | hearing | " heard |
| Hew | hewed | hewn R. | hewing | " hewn R. |
| Hide | hid | { hidden hid } | { hiding | " hidden |
| Hit | hit | hit | hitting | " hit |
| Hold | held | held | holding | " held |
| Keep | kept | kept | keeping | " kept |
| Knit | knit R. | knit R. | knitting | " knit R. |
| Know | knew | known | knowing | " known |
| Lade | laded | laden | lading | " laden |
| Lay | laid | laid | laying | " laid |
| Lead | led | led | leading | " led |
| Leave | left | left | leaving | " left |
| Lend | lent | lent | lending | " lent |
| Let | let | let | letting | " let |
| Lie, to lie down | { lay | lain | lying | " lain |
| Load | loaded | laden R. | loading | " laden R. |
| Lose | lost | lost | losing | " lost |
| Make | made | made | making | " made |
| Meet | met | met | meeting | " met |
| Mow | mowed | mown R. | mowing | " mown R. |
| Pay | paid | paid | paying | " paid |
| Put | put | put | putting | " put |
| Read | read | read | reading | " read |
| Rend | rent | rent | rending | " rent |
| Rid | rid | rid | ridding | " rid |
| Ride | rode | { rode, or ridden } | { riding | " rode |
| Ring | { rung rang } | { rung | ringing | " rung |
| Rise | rose | risen | rising | " risen |
| Rive | rived | riven | riving | " riven |
| Run | ran | run | running | " run |
| Saw | sawed | sawn R. | sawing | " sawn R. |
| Say | said | said | saying | " said |
| See | saw | seen | seeing | " seen |
| Seek | sought | sought | seeking | " sought |
| Sell | sold | sold | selling | " sold |
| Send | sent | sent | sending | " sent |
| Set | set | set | setting | " set |
| Shake | shook | shaken | shaking | " shaken |

| <i>Present.</i> | <i>Imperfect.</i> | <i>Perf. Part.</i> | <i>Pres. Part.</i> | <i>Comp. Perf.</i> |
|-----------------|----------------------|-------------------------|--------------------|--------------------|
| Shape | shaped | { shaped shapen } | shaping | having shaped |
| Shave | shaved | shaven R. | shaving | " shaven R. |
| Shear | sheared | shorn | shearing | " shorn |
| Shed | shed | shed | shedding | " shed |
| Shine | shone R. | shone R. | shining | " shone R. |
| Show | showed | shown | showing | " shown |
| Shoe | shod | shod | shoeing | " shod |
| Shoot | shot | shot | shooting | " shot |
| Shrink | shrunk | shrunk | shrinking | " shrunk. |
| Shred | shred | shred | shredding | " shred |
| Shut | shut | shut | shutting | " shut |
| Sing | { sung sang } | { sung | singing | " sung |
| Sit | sat | sat | sitting | " sat |
| Slay | slew | slain | slaying | " slain |
| Sleep | slept | slept | sleeping | " slept |
| Slide | slid | slidden | sliding | " slidden |
| Sling | slung | slung | slinging | " slung |
| Slink | slunk | slunk | slinking | " slunk |
| Slit | slit R. | { slit, or slitted } | slitting | " slit |
| Smite | smote | smitten | smiting | " smitten |
| Sow | sowed | sown R. | sowing | " sown R. |
| Speak | spoke | spoken | speaking | " spoken |
| Speed | sped | sped | speeding | " sped |
| Spend | spent | spent | spending | " spent |
| Spill | spilt R. | spilt R. | spilling | " spilt R. |
| Spin | spun | spun | spinning | " spun |
| Spread | spread | spread | spreading | " spread |
| Spring | { sprung sprang } | { sprung | springing | " sprung |
| Stand | stood | stood | standing | " stood |
| Steal | stole | stolen | stealing | " stolen |
| Stick | stuck | stuck | sticking | " stuck |
| Sting | stung | stung | stinging | " stung |
| Stride | { strode strid } | { stridden | striding | " stridden |
| Strike | struck | stricken | striking | " stricken |
| String | strung | strung | stringing | " strung |
| Strive | strove | striven | striving | " striven |
| Swear | swore | sworn | swearing | " sworn |
| Sweat | sweat R. | sweat R. | sweating | " sweat R. |
| Swell | swelled | swollen R. | swelling | " swollen R. |

| <i>Present.</i> | <i>Imperfect.</i> | <i>Perf. Part.</i> | <i>Pres. Part.</i> | <i>Comp. Perf.</i> |
|-----------------|-------------------|--------------------|--------------------|--------------------|
| Swim | { swam swum } | { swum | swimming | having swum |
| Swing | swung | swung | swinging | " swung |
| Take | took | taken | taking | " taken |
| Tear | tore | torn | tearing | " torn |
| Tell | told | told | telling | " told |
| Think | thought | thought | thinking | " thought |
| Thrive | throve R. | thriven | thriving | " thriven |
| Throw | threw | thrown | throwing | " thrown |
| Thrust | thrust | thrust | thrusting | " thrust |
| Tread | trod | trodden | treading | " trodden |
| Wax | waxed | waxen R. | waxing | " waxen R. |
| Wear | wore | worn | wearing | " worn |
| Weave | wove | woven | weaving | " woven |
| Weep | wept | wept | weeping | " wept |
| Win | won | won | winning | " won |
| Wind | wound | wound | winding | " wound |
| Wring | wrung | wrung | wringing | " wrung |
| Write | wrote | written | writing | " written |

The verbs which (¹) are conjugated regularly, as well as irregularly, are marked with an R. Those preterits and participles, which are first mentioned in the list, seem to be the most eligible.

The number of verbs now used in the English language is about 4,300 ; 4,123 regular, and 177 irregular. The number of English words is said to be about 35,000.

QUESTION.—1. What is said of those verbs marked R ?

DEFECTIVE VERBS.

Defective Verbs are (¹) those which are used only in some of their modes and tenses ; as, *am, was, been ; can, could ; may, might ; shall, should ; will, would, &c.*

QUESTION.—1. What are Defective Verbs ?

Verbs to be conjugated.

Conjugate the following verbs in the indicative mode, present tense ; beat, gain, read, eat, walk, desire, interpose.

Conjugate the following verbs in the potential mode, imperfect tense ; fear, hope, dream, fly, consent, improve, controvert.

Conjugate the following verbs in the subjunctive mode,

perfect tense ; drive, prepare, starve, omit, indulge, demonstrate.

Conjugate the following verbs in the imperative mode believe, depart, invent, give, abolish, contrive.

Write the following verbs in the infinitive mode, present and perfect tenses ; grow, decrease, live, prosper, separate, incommode.

Write the present, perfect, and compound participles of the following verbs ; confess, disturb, please, know, begin, sit, set, eat, lie.

Conjugate the following verbs in the indicative mode, present and perfect tenses of the passive voice ; honor, abase, amuse, slight, enlighten, displease, envelop, bereave.

Conjugate the following verbs in the indicative mode, pluperfect and first future tenses ; fly, contrive, know, devise, choose, come, see, go, eat, grow, bring, forsake.

Write the following verbs in the present and pluperfect tenses of the potential and subjunctive modes ; know, shake, heat, keep, give, blow, bestow, beseech.

Write the following verbs in the indicative mode, imperfect and second future tenses of the passive voice ; slay, draw, crown, throw, defeat, grind, hear, divert.

Write the following verbs in the second and third persons singular of all the tenses in the indicative and subjunctive modes ; approve, condemn, mourn, freeze, know, arise, drive, blow, investigate.

Form the following verbs in the infinitive and imperative modes, with their participles, all in the passive voice ; embrace, draw, defeat, smite.

EXERCISES IN PARSING.

Pronoun, Verb, Noun, &c.—continued.

QUESTIONS.—What part of speech is ——— ?

VERB. Why ? (see p. 11.) Active, Passive, or Neuter ? Why ? (see p. 27.) Repeat the present and the imperfect tenses, the perfect, present, and compound perfect participles.—Is it Regular, Irregular, or Defective ? (see p. 37.) Why ? Repeat this person, in all the tenses of this mode, till you find it. In what Mode, Tense, Person, and Number is it found ?

Hope animates us.

He will have determined.

We shall have agreed.

Do you instruct him.

It can be enlarged.

To have been admired availed him little.

Being reviled, we bless.

Prepare your lessons.
He lives respected.
Having resigned his office,
he retired.
They are discouraged.
He was condemned.
We have been rewarded.
She had been admired.
Virtue will be rewarded.
Let him be animated.
To have conquered himself,
was his highest praise.
They honor us.
They searched the rooms.

Ridiculed, persecuted, de-
spised, he maintained his
principles.
Having been deserted, he be-
came discouraged.
You may discover them.
He might convince us.
It would be caressed.
I may have been deceived.
To live well is honorable.
Who can preserve himself?
Whom have we served?
Such is our condition.
All have a talent to improve.

Repeat the preceding exercises, and parse them according to the following

SPECIMEN.

Hope animates us.

Animates is a regular transitive verb, indicative mode, present tense, third person, singular number.

ADVERB.

AN ADVERB is ⁽¹⁾ a part of speech joined to a verb, an adjective, or, sometimes, to another adverb, ⁽²⁾ to express some quality or circumstance respecting it; as, He reads *well*; A *truly* good man; He writes *very correctly*.

Some adverbs are compared thus; ⁽³⁾ *Soon, sooner, soonest; often, oftener, oftenest*.

Those ending in *ly*, are compared ⁽⁴⁾ by *more* and *most*; as, *Wisely, more wisely, most wisely*.

The phrases, *in fine, in vain, at least, at most, &c.*, are used adverbially, and called *adverbial phrases*.

Adverbs, though very numerous, may be reduced to certain classes:—

Of *number*; as, once, twice, thrice, &c.

Of *order*; as, first, secondly, thirdly, fourthly, fifthly, lastly, finally, &c.

Of *place*; as, here, there, where, elsewhere, anywhere, somewhere, nowhere, herein, whither, hither, thither, upward,

downward, forward, backward, whence, hence, thence, whithersoever, &c.

Of *time* :—

Of *time present* ; as, now, to-day, &c.

Of *time past* ; as, already, before, lately, yesterday, heretofore, hitherto, long since, long ago, &c.

Of *time to come* ; as, to-morrow, not yet, hereafter, henceforth, henceforward, by and by, instantly, presently, immediately, straightway, &c.

Of *time indefinite* ; as, oft, often, oft-times, oftentimes, sometime, soon, seldom, daily, weekly, monthly, always, when, ever, never, again, &c.

Of *quantity* ; as, much, little, sufficiently, how much, how great, enough, abundantly, &c.

Of *manner or quality* ; as, wisely, foolishly, justly, unjustly, quickly, slowly, &c. Adverbs of quality are the most numerous kind ; and they are generally formed by adding the termination *ly* to an adjective or participle, or changing *le* into *ly* ; as, bad, badly ; cheerful, cheerfully ; able, ably ; admirable, admirably.

Of *doubt* ; as, perhaps, peradventure, possibly, perchance.

Of *affirmation* ; as, verily, truly, undoubtedly, doubtless, certainly, yea, yes, surely, indeed, really, &c.

Of *negation* ; as, nay, no, not, by no means, not at all, in no wise, &c.

Of *interrogation* ; as, how, why, wherefore, whether, &c.

Of *comparison* ; as, more, most, better, best, worse, worst, less, least, very, almost, little, alike, &c.

QUESTIONS.—1. What is an Adverb? What adverb in your first example? To what is it joined? 2. For what purpose? What in the second example? What two in the third? 3. How is *soon* compared? 4. How are those compared which end in *ly*? Repeat the adverbs of *Number. Order. Place. Time present. Time past. Time to come. Time indefinite. Quantity. Manner or Quality. Doubt. Affirmation. Negation. Interrogation. Comparison.*

EXERCISES IN PARSING.

Adverb, &c.

QUESTIONS.—What part of speech is ———?

ADVERB. Of what class?

I have seen him once, per- We often resolve, but seldom
haps twice. perform.

| | |
|---|---|
| Thirdly, and lastly, I shall conclude. | We are wisely and happily directed. |
| This plant is found here and elsewhere. | How sweetly the birds sing. - Why art thou so heedless? |
| Only to-day is properly ours. | When will they arrive? Where shall we stop? |
| From virtue to vice, the progress is gradual. | Mentally and bodily, we are curiously and wonderfully formed. |

SPECIMEN.

I have seen him once, perhaps twice.

Once is an adverb of number.

Perhaps is an adverb of doubt.

PREPOSITION.

PREPOSITIONS serve ⁽¹⁾ to connect words with one another, and to show the relation between them. They are for the most part set ⁽²⁾ before nouns and pronouns; as, He went *from* London *to* York; She is *above* disguise; They are supported *by* industry.

The following is a list of the principal prepositions:

| | | | | |
|------|---------|---------|--------|------------|
| Of | into | above | at | off |
| to | within | below | near | on or upon |
| for | without | between | up | among |
| by | over | beneath | down | after |
| with | under | from | before | about |
| in | through | beyond | behind | against |

QUESTIONS.—1. For what do Prepositions serve? 2. Where are they for the most part set? What Prepositions in your first example? Between what do they show the relation? Before what parts of speech are they placed? What, in the second example? The third? Repeat the list.

EXERCISES IN PARSING.

Prepositions, &c.

QUESTIONS.—What part of speech is ———?

PREPOSITION. Why? (see p. 11.)

| | |
|---|---|
| We in vain look for a path between virtue and vice. | By diligence and frugality we arrive at competence. |
|---|---|

He lives within his income.
The house was sold at a great price, and above its value.

She came down stairs slowly, but went briskly up again.

Some things make for him, others against him.

Of his talents much might be said; concerning his integrity, nothing.

By this imprudence, he was plunged into new difficulties.

We are often below our wishes, and above our deserts.

CONJUNCTION.

A CONJUNCTION is ⁽¹⁾ a part of speech that is chiefly used to connect sentences; so as, out of two or more sentences, to make but one. ⁽²⁾ It sometimes connects only words.

Conjunctions are principally divided ⁽³⁾ into two sorts, the COPULATIVE and DISJUNCTIVE.

The Conjunction Copulative serves ⁽⁴⁾ to connect or continue a sentence, by expressing an addition, a supposition, or cause, &c.; as, He *and* his brother reside in London; I will go *if* he will accompany me; You are happy *because* you are good.

The Conjunction Disjunctive serves ⁽⁵⁾ not only to connect and continue the sentence, but also to express opposition of meaning in different degrees; as, *Though* he was frequently reprov'd, *yet* he did not reform; They came with her, *but* went away without her.

The following is a list of the principal conjunctions:

The *Copulative*. • ⁽⁶⁾ And, that, both, for, therefore, if, then, since, because, wherefore.

The *Disjunctive*. ⁽⁷⁾ But, then, though, either, or, as, unless, neither, nor, lest, yet, notwithstanding.

QUESTIONS.—1. What is a Conjunction? 2. Does it always connect sentences? 3. How are they divided? 4. For what does the conjunction copulative serve? What conjunction in your first example? Does it connect words, or sentences? What does it express? What does the

conjunction express in the second example? What in the third? 5. For what does the conjunction disjunctive serve? What conjunction in your first example? What in the second? In which example is the greatest degree of opposition expressed? 6. Repeat the list of Copulative Conjunctions. 7. The Disjunctive.

EXERCISES IN PARSING.

Conjunction, &c.

QUESTIONS.—What part of speech is ———?

CONJUNCTION. Why? (see p. 12.) What kind? Why?

- | | |
|--|--|
| We ought to be thankful, for we have received much. | If our desires are moderate, our wants will be few. |
| Though he is often advised, yet he does not reform. | Neither prosperity, nor adversity, has improved him. |
| Reproof either softens or hardens its object. | He is as old as his classmate, but not so learned. |
| His father and mother and uncle reside at Rome. | Charles is esteemed, because he is both discreet and benevolent. |
| We must be temperate, if we would be healthy. | He retires to rest soon, that he may rise early. |
| If he were encouraged, he would amend. | She will transgress, unless she be admonished. |
| Though he condemn me, I will respect him. | He can acquire no virtue, unless he make some sacrifices. |
| Their talents are more brilliant than useful. | Let him that standeth take heed lest he fall. |
| Notwithstanding his poverty, he is a wise and worthy person. | If thou wert his superior, thou shouldst not have boasted. |
| He will be detected, though he deny the fact. | If he has promised, he should act accordingly. |

INTERJECTION.

INTERJECTIONS or EXCLAMATIONS are (¹) words used to express some sudden passion or emotion of the speaker; as, *Oh!* I have alienated my friend; *Alas!* I fear for life; *O, virtue!* how amiable thou art!

The following are some of the Interjections. O! pish! heigh! lo! behold! ah! tush! fie! hush! hail!

QUESTIONS.—1. What are Interjections or Exclamations? Which are the interjections in the examples? Repeat the interjections that follow.

EXERCISES IN PARSING.

Interjections, &c.

QUESTIONS.—What part of speech is ——?

INTERJECTION. Why? (see p. 108.)

| | |
|---|---|
| O, peace! how desirable art thou! | Hail! simplicity, source of genuine joy. |
| I have been often occupied, alas! with trifles. | Behold! how pleasant it is for brethren to dwell together in unity. |
| Strange! that we should be so infatuated. | Welcome again! my long-lost friend. |
| Oh! the humiliations to which vice reduces us. | Hark! how sweetly the wood-lark sings! |
| Ah! the delusions of hope. | |

A few Instances of the same Words constituting several of the Parts of Speech.

| | |
|--|---|
| Calm was the day, and the scene delightful. | Still waters are commonly deepest. |
| We may expect a calm after a storm. | Damp air is unwholesome. |
| To prevent passion is easier than to calm it. | Guilt often casts a damp over our sprightliest hours. |
| Better is a little with content than a great deal with anxiety. | Soft bodies damp the sound much more than hard ones. |
| The gay and dissolute think little of the miseries which are stealing softly after them. | Though she is rich and fair, yet she is not amiable. |
| A little attention will rectify some errors. | They are yet young, and must suspend their judgment yet awhile. |
| Though he is out of danger, he is still afraid. | Many persons are better than we suppose them to be. |
| He labored to still the tumult. | The few and the many have their prepossessions. |
| | Few days pass without some clouds. |
| | Much money is corrupting. |

Think much, and speak little.

He has seen much of the world, and been much caressed.

His years are more than hers, but he has not more knowledge.

The more we are blessed, the more grateful we should be.

The desire of getting more is rarely satisfied.

He has equal knowledge, but inferior judgment.

She is his inferior in sense, but his equal in prudence.

We must make a like space between the lines.

Every being loves its like.

We are too apt to like pernicious company.

Behave yourselves like men.

He may go or stay, as he likes.

They strive to learn.

He goes to and fro.

To his wisdom we owe our privilege.

The proportion is ten to one.

He served them with his utmost ability.

When we do our utmost, no more is required.

I will submit, for submission brings peace.

It is for our health to be temperate.

O! for better times.

I have a regard for him.

He is esteemed, both on his own account, and on that of his parents.

Both of them deserve praise.

Promiscuous Exercises in Etymological Parsing

In your whole behavior, be humble and obliging.

Virtue is the universal charm.

True politeness has its seat in the heart.

We should endeavor to please, rather than to shine and dazzle.

Opportunities occur daily for strengthening, in ourselves, the habits of virtue.

Compassion prompts us to relieve the wants of others.

A good mind is unwilling to give pain to either man or beast.

Peevishness and passion often produce, from trifles, the most serious mischiefs.

Discontent often nourishes passions equally malignant in the cottage and in the palace.

A great proportion of human evils is created by ourselves.

A passion for revenge has always been considered as the mark of a little and mean mind.

If greatness flatters our vanity, it multiplies our dangers.

To our own failings we are commonly blind.

The friendships of young persons are often founded on capricious likings. In your youthful amusement, let no unfairness be found.

Engrave on your minds this sacred rule:

"Do unto others as you wish that they should do unto you."

Truth and candor possess a powerful charm; they bespeak universal favor.

After the first departure from sincerity, it is seldom in our power to stop: one artifice generally leads on to another.

Temper the vivacity of youth with a proper mixture of serious thought.

The spirit of true religion is social, kind, and cheerful.

Let no compliance with the intemperate mirth of others ever betray you into profane sallies.

In preparing for another world, we must not neglect the duties of this life.

The manner in which we employ our present time may decide our future happiness or misery.

Happiness does not grow up of its own accord: it is the fruit of long cultivation, and the acquisition of labor and care.

OF DERIVATION.

Words are derived from one another (¹) in various ways, viz.

1. (²) Substantives are derived from verbs; as, from *to love*, comes *lover*.

2. (³) Verbs are derived from substantives, adjectives, and sometimes from adverbs; as, from *salt*, comes *to salt*; from *warm*, comes *to warm*; from *forward*, comes *to forward*.

3. (⁴) Adjectives are derived from substantives; as, from *health*, comes *healthy*.

4. (⁵) Substantives are derived from adjectives; as, from *white*, comes *whiteness*.

5. (⁶) Adverbs are derived from adjectives; as, from *base*, comes *basely*.

QUESTIONS.—1. How are words derived from one another?
 2. Describe the first way. 3. The second. 4. The third.
 5. Fourth. 6. Fifth.

SYNTAX.

THE third part of Grammar is SYNTAX, which treats of ⁽¹⁾ the agreement and construction of words in a sentence.

A sentence is ⁽²⁾ an assemblage of words, forming a complete sense.

Sentences are of ⁽³⁾ two kinds, *Simple* and *Compound*.

A simple sentence has in it ⁽⁴⁾ but one subject, and one finite verb ; as, Life is short.

A compound sentence contains ⁽⁵⁾ two or more simple sentences, joined together by one or more connective words ; as, Life is short, and art is long.

A phrase is ⁽⁶⁾ two or more words rightly put together, making sometimes part of a sentence, and sometimes a whole sentence.

The principal parts of a simple sentence are, ⁽⁷⁾ the subject, the attribute, and the object.

The subject is ⁽⁸⁾ the thing chiefly spoken of ; the attribute is ⁽⁹⁾ the thing or action affirmed, or denied of it ; and the object is ⁽¹⁰⁾ the thing affected by such action.

The nominative denotes the subject, and usually goes before the verb or attribute ; and the word or phrase denoting the object follows the verb ; as, A wise man governs his passions. Here *man* is the subject ; *governs*, the attribute, or thing affirmed ; and *passions*, the object.

Syntax principally consists of two parts, ⁽¹¹⁾ Concord and Government.

Concord is ⁽¹²⁾ the agreement which one word has with another, in gender, number, case, or person.

Government is ⁽¹³⁾ that power which one part of speech has over another, in directing its mode, tense, or case.

QUESTIONS.—1. Of what does Syntax treat? 2. What is a Sentence? 3. How many kinds? 4. What has a Simple sentence in it? Which word denotes the subject, in the example? Which the Verb? 5. What does a Compound sentence contain? What two simple sentences form the compound in the example? By what are they connected? 6. What is a Phrase? 7. What are the principal parts of a simple sentence? 8. What is the Subject? 9. The Attribute? 10. The Object? Which is the subject, which the attribute, and which the object, in the example? 11. Of what does Syntax principally consist? 12. What is Concord? 13. What is Government?

RULE I.

A verb must agree with its nominative case in number and person; as, *I learn*; *Thou art improved*; *The birds sing*.

QUESTIONS.—Of what number and person is *learn*? A. First person singular number. Q. Why? A. Because its nominative *I* is of the first person, singular number, and the rule says, “A verb must agree,” &c. What number is *art improved*? Why? *Sing*? Why?

SPECIMEN OF PARSING.

Hope animates us.

Animates is a regular transitive verb, indicative mode, present tense, third person, singular number, agreeing with its nominative, *hope*; agreeably to the rule which says, “A verb must agree,” &c.

Exercises in Parsing.

The contented mind spreads ease and cheerfulness around it.

The school of experience teaches many useful lessons.
In the path of life are many thorns, as well as flowers.
Thou shouldst do justice to all men, even to enemies.

False Syntax to be corrected.

Fifty pounds of wheat contains forty pounds of flour.*

What avails the best sentiments, if persons do not live suitably to them.

Thou should love thy neighbor as sincerely as thou lovest thyself.

NOTE 1.—The infinitive mode, or part of a sentence, is sometimes put as the nominative case to the verb; as, *To play* is pleasant; *To be good* is to be happy.

QUESTIONS.—Is the *infinitive mode*, or a *part of a sentence*, put as the nominative case in the first example? What, in the next example!

SPECIMEN OF PARSING.

To play is pleasant.

To play is a verb in the infinitive mode, and put as the nominative case to the verb *is*; agreeably to the note which says, "The infinitive mode or part of a sentence," &c.

Exercises in Parsing.

To will is present with me, but how to perform that which is good, I find not. To err is human, to forgive divine. To countenance persons who are guilty of bad actions, is scarcely one remove from actually committing them.

False Syntax to be corrected.

To do unto all men as we would that they, in similar cir-

* The following example, together with the questions under each rule, will give the scholar an idea of the manner in which he is to make the corrections:

"Fifty pounds of wheat contains forty pounds of flour."
Q. Is this sentence correct? A. No. Q. Wherein is it incorrect? A. *Contains* is of the wrong number. Q. Parse it. A. It is a regular active verb, indicative mode, present tense, third person, singular number, but *should be* plural; that is, *contain*, in order to agree with its nominative *pounds*; agreeably to the rule which says, "A verb must agree," &c.

cumstances, should do unto us, constitute the great principle of virtue. To live soberly, righteously, and piously, are required of all men. To be of a pure and humble mind, to exercise benevolence towards others, to cultivate piety towards God, is the sure means of becoming virtuous and happy.

NOTE 2.—Every verb, except in the infinitive mode, or the participle, ought to have a nominative case, either expressed or implied; as, *Awake*; *arise*; that is, *Awake ye*; *arise ye*.

QUESTION.—Is the nominative case *expressed* or *implied*, in these examples?

SPECIMEN OF PARSING.

Remember to assist the distressed.

Remember is a regular verb active, imperative mode, second person, singular number, and agrees with its nominative case, *thou*, implied; agreeably to the note which says, "Every verb," &c.

Exercises in Parsing.

Boast not of to-morrow. Know thou thyself; presume not God to scan. Blow, winds, crack your cheeks.

False Syntax to be corrected.

If the privileges to which he has an undoubted right, and he has long enjoyed, should now be wrested from him, would be flagrant injustice. These curiosities we have imported from China, and are similar to those which were some time ago brought from Africa.

NOTE 3.—Every nominative case, except the case absolute, and when an address is made to a person or thing, should belong to some verb, either expressed or implied; as, *Who wrote this book?* *James*, that is, *James wrote it*. To whom thus *Adam*; that is, *spoke*.

QUESTIONS.—What nominative cases in your examples? Do they belong to verbs expressed or implied?

SPECIMEN OF PARSING.

Who wrote that book? *James*.

James is a proper noun, of the third person, singular number, nominative case, and belongs to *wrote*, implied;

agreeably to the note which says, "Every nominative case," &c.

Exercises in Parsing.

Who built that ship? Mr. Hewer. Who inhabit that house? We. How many persons were present? Six ladies; and four gentlemen.

False Syntax to be corrected.

Two substantives, when they come together, and do not signify the same thing, the former must be in the genitive case. Virtue, however it may be neglected for a time, men are so constituted, as ultimately to acknowledge and respect genuine merit.

NOTE 4.—When the nominative case has no personal tense of a verb, but is *put before* a participle, independently on the rest of the sentence, it is called the case absolute; as, *Shame* being lost, all virtue was lost; The *lessons* having been recited, the boy was dismissed.

QUESTIONS.—What nominative cases in your examples which have no personal tense of a verb? Before what participles are they put?

SPECIMEN OF PARSING.

Shame, being lost, all virtue was lost.

Shame is a common noun, of the third person, singular number, and nominative case absolute; agreeably to the note which says, "When the nominative case," &c.

Exercises in Parsing.

Proclamation having been made, all the people assembled. There being but few persons present, the meeting was adjourned.

False Syntax to be corrected.

Him destroyed, or won to what may work his utter loss. Whose gray top shall tremble, him descending.

RULE.

When an address is made, the noun or pronoun addressed is put in the nominative case independent; as, It must be so, Plato; thou reasonest well; Awake, my St. John; Hear, oh! heavens, and give ear, oh! earth.

SPECIMEN OF PARSING.

It must be so, Plato ; thou reasonest well.

Plato is a proper noun, of the second person, singular number, and nominative case independent, agreeably to the rule which says, "When an address is made," &c.

RULE II.

Two or more nouns, &c. in the singular number, joined together by one or more copulative conjunctions, must have verbs, nouns, and pronouns agreeing with them in the plural number ; as, Socrates and Plato *were* wise ; *they* were the most eminent philosophers of Greece ; The sun that rolls over our heads, the food that we receive, the rest that we enjoy, daily *admonish* us of a superior and superintending Power.

QUESTIONS.—What number is *were* ? Why would it not be proper to use *was*, instead of *were* ? A. Because *was* is singular, and the two nouns, *Socrates* and *Plato*, are joined together by the copulative conjunction *and* ; and the rule says, "Two or more nouns," &c. What number is *they* ? Why not *he*, instead of *they* ? What number is *admonish* ? Why not *admonishes*, instead of *admonish* ?

SPECIMEN OF PARSING.

Peace and joy are virtue's crown.

Are is an irregular verb neuter, indicative mode, present tense, third person, plural number, agreeing with its nominative cases *peace* and *joy* ; agreeably to the rule which says, "Two or more nouns," &c.

Exercises in Parsing

Vanity and presumption ruin many a promising youth.
Food, clothing, and credit, are the rewards of industry.
He and William live together in great harmony.

False Syntax to be corrected.

Idleness and ignorance is the parent of many vices.
Patience and diligence, like faith, removes mountains.

What signifies the counsel and care of preceptors when youth think they have no need of assistance !

NOTE.—In many complex sentences, it is difficult for learners to determine whether one or more of the clauses are to be considered as the nominative case; and, consequently, whether the verb is in the singular or plural number. The following are correct examples of both numbers; as, The ship, with all her furniture, *was* destroyed; The prince, as well as the people, *was* praiseworthy; Virtue, honor, nay, even self-interest, *conspire* to recommend the measure; Nothing *delights* me so much as the works of nature.

QUESTIONS.—Is one or more of the clauses, in the first example, considered as the nominative case to the verb? How is it in the second? the third? the fourth?

False Syntax to be corrected.

Good order in our affairs, not mean savings, produce great profits. That great senator, in concert with several other eminent persons, were the projectors of the revolution.

RULE III.

The conjunction disjunctive has an effect contrary to that of the conjunction copulative; for as the verb, noun or pronoun is referred to the preceding terms taken separately, it must be in the singular number; as, Ignorance or negligence *has* caused this mistake; John, James or Joseph *intends* to accompany me; There *is* in many minds neither knowledge nor understanding.

QUESTIONS.—What number is *has*? Why not *have*? A. Because *have* is plural, and the verb is referred to the preceding terms, *ignorance* and *negligence*, taken separately; and the rule says, "The conjunction disjunctive," &c. What number is *intends*? Why not *intend*? What number is *is*? Why not *are*?

SPECIMEN OF PARSING.

Wisdom or folly governs us.

Governs is a regular verb active, indicative mode, present tense, and the third person, singular number, agreeing with its nominative case *wisdom* or *folly*; agreeably to the rule which says, "The conjunction disjunctive," &c.

Exercises in Parsing.

No age, nor condition, is exempt from trouble.

Wealth, or virtue, or any valuable acquisition, is not attainable by idle wishes.

Neither birth nor fortune is a substitute for virtue.

False Syntax to be corrected.

Man's happiness or misery are, in a great measure, put into his own hands.

Man is not such a machine as a clock or a watch, which move merely as they are moved.

Speaking impatiently to servants, or any thing that betrays inattention or ill-humor, are certainly criminal.

NOTE.—When singular pronouns, or a noun and pronoun, of different persons, are disjunctively connected, the verb must agree with that person which is placed nearest to it; as, I or thou *art* to blame; Thou or I *am* in fault; I, or thou, or he *is* the author of it; George or I *am* the person.

QUESTIONS.—What pronouns of different persons in your first example? Of what person is each? With which does the verb agree? Why? What persons in the next example? With which does the verb agree? Why? What noun and pronoun in the last example? With which does the verb agree?

False Syntax to be corrected.

Either thou or I art greatly mistaken in our judgment on this subject. I or thou am the person who must undertake the business proposed.

RULE IV.

A noun of multitude, or signifying many, may have a verb or pronoun agreeing with it, either of the singular or plural number; yet not without regard to the import of the word, as conveying unity or plurality of idea; as, The meeting *was* large; The parliament *is* dissolved; The nation *is* powerful; My people *do* not consider; *they* have not known me; The multitude eagerly *pursue* pleasure

as *their* chief good ; The council *were* divided in *their* sentiments.

QUESTIONS.—What number is *was* ? Why not *were* ? A. Because *were* is plural, and the noun *meeting* conveys unity of idea ; and the rule says, “ A noun of multitude,” &c. What number is *is* ? Why not *are* ? What number is *is* in the next example ? Why not *are* ? What number is *do* ? Why not *does* ? What number is *they* ? Why not *it* ? *Pursue* ? Why not *pursues* ? *Their* ? Why not *its* ? *Were* ? Why not *was* ? *Their* ? Why not *its* ?

False Syntax to be corrected.

The British Parliament are composed of King, Lords, and Commons.

A great number do not always argue strength.

The council was not unanimous, and separated without coming to any determination.

RULE V.

Pronouns must always agree with their antecedents, or the nouns for which they stand, in gender and number ; as, This is the friend *whom* I love ; That is the vice *which* I hate ; The king and the queen had put on *their* robes ; The moon appears, and *she* shines, but the light is not *her* own.

The relative is of the same person as the antecedent, and the verb agrees with it accordingly ; as, Thou *who* lovest wisdom ; I *who* speak from experience.

QUESTIONS.—Why not *which* instead of *whom* ? A. Because *which* is neuter gender, and the antecedent, *friend*, is either masculine or feminine ; and the rule says, “ Pronouns must always agree,” &c. Why not *who* instead of *which* ? Why not *her* or *his* instead of *their* ? Why not *he* or *they* instead of *she* ? Why not *his* or *their* instead of *her* ? Why not *whom* instead of *who* ? Why not *loves* instead of *lovest* ? What person is *who*, in the second ex-

ample? How do you know it? Why not *speaks* instead of *speak*?

SPECIMEN OF PARSING.

The man is happy who lives virtuously.

Who is a relative pronoun, which has for its antecedent *man*, with which it agrees in gender and number; agreeably to the rule which says, "Pronouns must agree," &c.

Exercises in Parsing.

The man who is faithfully attached to religion, may be relied on with confidence.

The vices which we should especially avoid are those which most easily beset us.

False Syntax to be corrected.

They which seek Wisdom will certainly find her.

I do not think that any person should incur censure for being tender of their reputation.

Thou, who has been a witness of the fact, can give an account of it.

PART 1.—Every relative must have an antecedent to which it refers, either expressed or implied; as, Who is fatal to others, is so to himself; that is, *the man who* is fatal to others.

QUESTIONS.—What relative in the example? To what antecedent does it refer? Is it expressed, or implied?

PART 2.—*What* is very frequently the representative of two cases; one the objective after the verb or preposition, and the other the nominative to a subsequent verb; as, I heard *what* was said; He related *what* was seen.

QUESTION.—What two cases are represented by *what* in the examples?

NOTE 1.—Personal Pronouns, being used to supply the place of the noun, are not employed in the same part of a sentence as the noun which they represent; for it would be improper to say, The king *he* is just; I saw *her* the queen; The men *they* were there.

False Syntax to be corrected.

The cares of this world they often choke the growth

of virtue. Disappointments and afflictions, however disagreeable, they often improve us.

NOTE 2.—The pronouns *whichever*, *whosoever*, and the like, are elegantly divided by the interposition of the corresponding substantives or adjectives; thus, On which side soever the king cast his eye.

False Syntax to be corrected.

Howsoever beautiful they appear, they have no real merit. On whichever side they are contemplated, they appear to advantage.

NOTE 3.—Many persons are apt, in conversation, to put the objective case of the personal pronouns in the place of *these* and *those*; as, Give me *them* books; instead of *those* books. It is better to say, *They* that, or *they* who, sow in tears, sometimes reap in joy; than to say, *Those* who, &c.

False Syntax to be corrected.

Which of them two persons has most distinguished himself? None more impatiently suffer injuries than those that are most forward in doing them.

NOTE 4.—The word *what* is sometimes improperly used for *that*; as, They will never believe but *what* I have been entirely to blame. The word *somewhat*, in the following sentence, is improperly used; These punishments seem to have been exercised in *somewhat* an arbitrary manner; that is, in a manner *which is, in some respects, arbitrary*.

False Syntax to be corrected.

He would not be persuaded but what I was greatly in fault. These commendations of his children appear to have been made in somewhat an injudicious manner.

NOTE 5.—The personal pronoun is improperly applied to children and to animals; thus we say, *It* is a lovely child; That fowl *which* nature has taught to dip the wing in water.

False Syntax to be corrected.

The child whom we have just seen is wholesomely fed. He is like a beast of prey, who destroys without pity.

NOTE 6.—There should be no ambiguity in the use of the pronoun relative; as, when we say, The disciples of Christ *whom* we imitate. Is *Christ* or *disciples* the antecedent?

False Syntax to be corrected.

The king dismissed his minister without any inquiry, who had never before committed so unjust an action. There are millions of people in the empire of China whose support is derived almost entirely from rice.

NOTE 7.—The interjections *O!* *Oh!* and *Ah!* require the objective case of a pronoun in the first person after them; as, *O me!* *Oh me!* *Ah me!* but the nominative case in the second person; as, *O thou persecutor!* *Oh ye hypocrites!* *O thou, who dwellest, &c.*

QUESTIONS.—What cases are the pronouns in the first example? Why? What in the second? Why? What case is the pronoun in the next example? Why? What in the next? Why?

False Syntax to be corrected.

Ah! unhappy thee, who art deaf to the calls of duty!
Oh! happy we, surrounded with so many blessings!

RULE VI.

The relative is the nominative case to the verb, when no nominative comes between it and the verb; as, The master *who* taught us; The trees *which* are planted.

When a nominative comes between the relative and the verb, the relative is governed by some word in its own member of the sentence; as, He *who* preserves me, to *whom* I owe my being, *whose* I am, and *whom* I serve, is eternal.

QUESTIONS.—Which word is the *verb* in the first example? Which is the *nominative*? Why? Which is the *verb* in the next example? Which is the *nominative*? Why? Show where a nominative comes between the relative and the verb in the last example.

False Syntax to be corrected.

If he will not hear his best friend, whom shall be sent to admonish him?

The persons, who conscience and virtue support, may smile at the caprices of fortune.

From the character of those who you associate with, your own will be estimated.

NOTE 1.—When both the antecedent and the relative become nominatives, each to different verbs, the relative is nominative to the former, and the antecedent to the latter verb; as, *True philosophy, which is the ornament of our nature, consists more in the love of our duty, and the practice of virtue, than in great talents and extensive knowledge.*

QUESTIONS.—Which is the antecedent in your example? To what is it the nominative? Which is the relative? To what is it the nominative?

NOTE 2.—Pronouns are sometimes made to precede the things which they represent; as, If a man declares in autumn, when he is eating *them*, or in spring, when there are *none*, that he loves *grapes*, &c. But this is a construction very seldom allowable.

QUESTIONS.—What are the pronouns which precede the things they represent in the example? To what do they refer?

False Syntax to be corrected.

It is not to be expected, that they, whom, in early life, have been dark and deceitful, should afterwards become fair and ingenuous. That is the student, who I gave the book to, and whom, I am persuaded, deserves it.

NOTE 3.—The noun or pronoun containing the answer must be in the same case as that which contains the question; as, *Whose books are these? They are John's. Who gave them to him? We. Of whom did you buy them? Of a bookseller; him who lives at the Bible and Crown.*

QUESTIONS.—What case is *John's* in the example? Why should it be so? What case is *we*? Why? What case is *him*? Why?

False Syntax to be corrected.

Of whom were the articles bought? Of a mercer; he who resides near the mansion-house. Was any person besides the mercer present? Yes, both him and his clerk. Who was the money paid to? To the mercer and his clerk.

RULE VII.

When the relative is preceded by two nominatives of different persons, the relative and verb may agree in person with either, according to the sense ; as, *I am the man who command you* ; or, *I am the man who commands you*.

QUESTIONS.—Which word is the *relative* in the first example ? By what *two nominatives* is it preceded ? Of what person is each ? With which do the relative and verb agree ? With which do they agree in the next example ?

SPECIMEN OF PARSING.

I am the man who commands you.

Who is a relative pronoun, which has for its antecedent *man*, with which it agrees in person ; agreeably to the rule which says, “ When the relative is preceded,” &c.

Exercises in Parsing.

Thou art the man who has improved his privileges, and who will reap the reward.

I am the person who owns the fault committed, and who disdains to conceal it by falsehood.

False Syntax to be corrected.

Thou art the friend that hast often relieved me, and that has not deserted me now in the time of peculiar need. I perceive that thou art a pupil who possesses bright parts, but who hast cultivated them but little.

RULE VIII.

Every adjective, and every adjective pronoun, belongs to a substantive, expressed or understood ; as, He is a *good* as well as a *wise* man ; *Few* are *happy* ; that is, *persons* ; *This* is a pleasant walk ; that is, *This walk is*, &c.

Adjective pronouns must agree, in number, with their substantives ; as, *This* book, *these* books ; *That* sort, *those* sorts ; *Another* road, *other* roads.

QUESTIONS.—What *adjective*, and what *adjective pronouns* in your examples? To what do they belong? Why should you not say, *These book? this books? These sort? that sorts? Other road? another roads?*

SPECIMEN OF PARSING.

A better world.

Better is an adjective, in the comparative degree, and belongs to the noun *world*; agreeably to the rule which says, "Every adjective," &c.

Exercises in Parsing.

That sort of pleasure weakens and debases the mind.

Even in these times, there are many persons who, from disinterested motives, are solicitous to promote the happiness of others.

False Syntax to be corrected.

These kind of indulgences soften and injure the mind. Instead of improving yourselves, you have been playing this two hours. Those sort of favors did real injury, under the appearance of kindness.

EXCEPTION.—An adjective pronoun in the plural number, will sometimes properly associate with a singular noun; as, *our* desire, *your* intention, *their* resignation.

QUESTIONS.—What are the adjective pronouns in the example? Of what number? With what substantives are they associated? Of what number are these substantives?

ADJECTIVE PRONOUNS.

NOTE 1.—The phrases *this means* and *that means* should be used only when they refer to what is singular; *these means* and *those means* when they respect plurals; as, He lived temperately, and by *this means* preserved his health; The scholars were attentive, industrious, and obedient to their tutors, and by *these means* acquired knowledge.

QUESTIONS.—Why use *this means* in the first example? Why *these means* in the second?

False Syntax to be corrected.

Charles was extravagant, and by these means became poor and despicable. Industry is the mean of obtaining competency. This person embraced every opportunity to display his talents; and by these means rendered himself ridiculous

NOTE 2.—*That* is used in reference to the former of two persons or things, and *this* in reference to the latter; as, Self-love, which is the spring of action in the soul, is ruled by reason; but for *that*, man would be inactive; and but for *this*, he would be active to no end.

QUESTIONS.—To what does *that* refer in the example? To what does *this* refer?

False Syntax to be corrected.

Religion raises men above themselves; irreligion sinks them beneath the brutes; that binds them down to a poor, pitiable speck of perishable earth; this opens for them a prospect to the skies.

NOTE 3.—The distributive adjective pronouns, *each*, *every*, *either*, agree with the nouns, pronouns, and verbs of the singular number only, except the plural nouns convey a collective idea; as, The king of Israel, and Jehoshaphat, the king of Judah, sat *each* on *his* throne; *Every* tree is known by *its* fruit; *Either* of the two *is* eligible.

OBS.—*Each* signifies both of them, taken collectively or separately; *either* properly signifies only the one or the other of them, disjunctively.

False Syntax to be corrected.

Each of them, in their turn, receive the benefits to which they are entitled. Whatever he undertakes, either his pride or his folly disgust us.

ADJECTIVES.

NOTE 4.—*Part 1.* Adjectives are sometimes improperly applied as adverbs; as, *Indifferent* honest; *excellent* well; *miserable* poor; instead of, *Indifferently* honest; *excellently* well; *miserably* poor.

Adverbs are likewise improperly used as adjectives; as, The tutor addressed him in terms rather warm, but *suitably* to his offence; They were seen wandering about *solitarily* and distressed; instead of *suitable* and *solitary*.

False Syntax to be corrected.

She reads proper, writes very neat, and composes very accurate. He was extreme prodigal, and his property is now near exhausted. They generally succeeded; for they lived conformable to the rules of prudence.

PART 2.—The adjective pronoun *such* is often misapplied; as, He was *such* an extravagant young man, that he spent his whole patrimony in a few years. It should be, *so* extravagant a young man.

False Syntax to be corrected.

Such an amiable disposition will secure universal esteem. Such distinguished virtues seldom occur.

NOTE 5.—Double comparatives and superlatives should be avoided; such as, A *worser* conduct; A *more serener* temper; The *most strictest* sect.

False Syntax to be corrected.

'Tis more easier to build two chimneys than to maintain one. The tongue is like a race-horse, which runs the faster, the lesser weight it carries. The Most Highest hath created us for his glory and our happiness.

NOTE 6.—Adjectives that have in themselves a superlative signification, do not properly admit of the comparative or superlative form; such as, *chief*, *extreme*, *perfect*, *right*, *universal*, *supreme*, &c.

Specimen of Correction.

Virtue confers the supremest dignity on man, and should be his chiefest desire.

QUESTIONS.—Is this sentence correct? A. No. Q. Wherein is it incorrect? A. *Supremest* has the superlative form, *st*, added; whereas *supreme* has, in itself, a superlative signification.

False Syntax to be corrected.

His work is perfect, his brother's more perfect, and his father's the most perfect of all. He gave the fullest and most sincere proof of the truest friendship.

NOTE 7.—In some cases adjectives should not be separated from their substantives, even by words which modify their meaning, and make but one sense with them; as, A *large enough* number nearly; it should be, A *number large enough*.

False Syntax to be corrected.

He spoke in a distinct enough manner, to be heard by the whole assembly. Thomas is equipped with a new pair of gloves; he is a servant of an old rich man.

RULE IX.

The article *a* or *an* agrees with nouns in the singular number only, individually or collectively ; as, *A* Christian, *an* infidel, *a* score, *a* thousand.

The definite article *the* may agree with nouns in the singular or plural number ; as, *The* garden, *the* houses, *the* stars.

The articles are often properly omitted ; when used, they should be justly applied, according to their distinct nature ; as, Gold is corrupting ; *The* sea is green ; *A* lion is bold.

QUESTION.—Why is it not as proper to say, *A* Christians, *an* infidels, as to say, *The* Christians, *the* infidels ?

SPECIMEN OF PARSING.

An angel.

An is an indefinite article, and agrees with the noun *angel* ; agreeably to the rule which says, “The article *a* or *an* agrees,” &c.

Exercises in Parsing.

The restless, discontented person is not a good friend, a good neighbor, or a good subject.

The young, the healthy, and the prosperous, should not presume on their advantages.

False Syntax to be corrected.

The fire, the air, the earth, and the water, are four elements of the philosophers. We are placed here under a trial of our virtue. The profligate man is seldom or never found to be the good husband, the good father, or the beneficent neighbor.

NOTE.—A nice distinction of the sense is sometimes made by the use or omission of the article *a*. If I say, He behaved with *a* little reverence, my meaning is positive ; if I say, He behaved with *little* reverence, my meaning is negative.

False Syntax to be corrected.

He has been much censured for conducting himself with a little attention to his business. So bold a breach of order called for little severity in punishing the offender.

RULE X.

One substantive governs another, signifying a different thing, in the possessive or genitive case; as, *My father's* house; *Man's* happiness; *Virtue's* reward.

QUESTIONS.—Which words are in the *possessive case* in the examples? By what *substantives* are they governed? Why?

False Syntax to be corrected.

Thy ancestors virtue is not thine. Thy fathers offense will not condemn thee. A mans manners frequently influence his fortune.

The following rule is thought preferable to the above:—

The possessive case is governed by the noun which it possesses; as, *Man's* happiness; *Virtue's* reward.

QUESTIONS.—What does *Man* possess? By what is it governed? Why? *Virtue's*?

SPECIMEN OF PARSING.

Man's happiness.

Man's is a common noun, the third person, singular number, possessive case, and is governed by *happiness*, the noun which it possesses; agreeably to the rule which says, "The possessive case," &c.

Exercises in Parsing.

Of man's first disobedience . . . sing, heavenly muse.

Oh! happiness, our being's end and aim.

Peace and joy are virtue's crown.

Goodness brings its own reward.

I must get my lesson.

We must improve our time.

This composition is *his*.

William has left his book.

QUESTION.—Is *his* a simple possessive, or a compound possessive pronoun?

ILLUSTRATION.—The difference between simple and compound pronouns may be seen in the following sentences; Is it *her* or *his* honor that is tarnished? It is not *hers*, but *his*.

NOTE.—When two or more nouns, or a noun and pronoun, come together, and signify the same thing, they are said to be IN APPPOSITION, and agree in case; as, *Paul* the *Apostle*; *George*, *King* of Great Britain, *Elector* of Hanover, &c.

QUESTIONS.—What two nouns come together, signifying the same thing, in the first example? What three in the second?

SPECIMEN OF PARSING.

The Emperor, Marcus Aurelius, was a wise and virtuous prince.

Marcus Aurelius is a proper noun, of the third person, singular number, and nominative case, and is put in apposition with the substantive *Emperor*; agreeably to the note which says, “When two or more nouns,” &c.

Exercises in Parsing.

Arden, the general, a brave man, was defeated.

Maria rejected Valerius, the man whom she had rejected before.

He never forgot his wife, an example of every virtue, her whom all regarded with admiration.

False Syntax to be corrected.

They slew Varus, he that was mentioned before. They slew Varus, who was him that I mentioned before.

NOTE 1.—When several nouns come together in the possessive case, the apostrophe, with *s*, is annexed to the last, and understood of the rest; as *John* and *Eliza's* book; This was my *father*, *mother*, and *uncle's* advice.

But if any words intervene, or different things are meant, the sign of the possessive should be annexed to each; as, They are *John's* as well as *Eliza's* books; *Webster's* and *Price's* spelling-books.

False Syntax to be corrected.

It was the men's, women's, and children's lot to suffer great calamities. Peter's, John's, and Andrew's occupation was that of fishermen. This measure gained the king, as well as the people's approbation.

NOTE 2.—*Part 1.* In poetry, the additional *s* is frequently omitted, but the apostrophe retained; as, The wrath of *Peleus'* son. The following examples in prose are erroneous: *Moses'* minister; *Phinehas'* wife; Festus came into *Felix'* room. It should have been, *Moses's*, *Phinehas's*, *Felix's*.

QUESTIONS.—Why is the additional *s* omitted in *Peleus'*? Why is it not as properly omitted in *Moses'*, *Phinehas'*, and *Felix'*?

Part 2.—But when cases occur which would give too much of the hissing sound, or increase the difficulty of pronunciation, the omission of the apostrophic *s* takes place, even in prose; as, For *righteousness'* sake; for *conscience'* sake.

QUESTION.—Why would you omit sounding the apostrophic *s* in *righteousness'* sake, and *conscience'* sake?

False Syntax to be corrected.

And he cast himself down at Jesus feet. Moses rod was turned into a serpent. For Herodias sake, his brother Philips wife. If ye suffer for righteousness's sake, happy are ye. You should be subject for conscience's sake.

NOTE 3.—When terms signifying a name and an office are connected, that which denotes the name of persons should be possessive; as, I left the parcel at *Smith's*, the bookseller.

QUESTIONS.—Which word denotes the name of a person, in the example? Which denotes the name of an office? Which is put in the possessive case?

False Syntax to be corrected.

I bought the knives at Johnson's, the cutler's. This palace had been the Grand Sultan's, Mahomet's. I will not for David's, thy father's sake.

NOTE 4.—The English genitive, or possessive case, has often an unpleasant sound, so that we daily make more use of the particle *of*, to express the same relation. Thus, instead of saying, The army's name, the Commons' vote, the Lords' house, we say, The name of the army, the vote of the Commons, the house of Lords.

QUESTION.—Why is *the name of the army* better than *the army's name*?

False Syntax to be corrected.

The world's government is not left to chance. It was necessary to have both the physician's and the surgeon's advice.

NOTE 5.—In some cases we use both the possessive termination and the preposition *of*; as, It is a discovery of Sir Isaac Newton's. The word *genius* or *property*, &c. may be understood at the end of such phrases, and the noun or pronoun, signifying the possessor, is governed, in the possessive case, by the noun signifying the thing possessed.

False Syntax to be corrected.

These pictures of the king were sent to him from Italy. That is the eldest son of the king of England's.

NOTE 6.—When an entire clause of a sentence, beginning with a participle of the present tense, is used as one name, or to express one idea or circumstance, the noun on which it depends may be put in the possessive case, and be governed by that clause. Thus we say, What is the reason of this person's dismissing his servant so hastily? Just as we say, What is the reason of this person's hasty dismissal of his servant?

False Syntax to be corrected.

What can be the cause of the parliament neglecting so important a business? Much depends on this rule being observed. The time of William making the experiment at length arrived.

RULE XI.

Transitive verbs govern the objective case; as, Truth ennobles *her*; She comforts *me*; They support *us*; Virtue rewards *her followers*.

QUESTIONS.—Which is the *transitive verb* in each example? What does each govern? Why?

SPECIMEN OF PARSING

Hope animates us.

Us is a personal pronoun of the first person, plural number, objective case, and governed by the transitive verb

animates; agreeably to the rule which says, "Transitive verbs," &c.

Exercises in Parsing.

Wisdom and virtue ennoble us. Vice and folly debase us.

Whom can we so justly love as them who have endeavored to make us wise and happy?

When a person has nothing to do, he is almost always tempted to do wrong.

We need not urge Charles to do good: he loves to do it.

False Syntax to be corrected.

Who have I reason to love so much as this friend of my youth? The man who he raised from obscurity is dead. He and they we know, but who art thou?

NOTE 1.—Part of a sentence, as well as a noun or pronoun, may be said to be in the objective case, or to be put objectively, and governed by the transitive verb; as, We sometimes see *virtue in distress*; but we should consider *how great will be her ultimate reward*.

Sentences or phrases under this circumstance may be termed *objective sentences*, or *phrases*.

QUESTIONS.—What objective phrase in the first example? By what active verb is it governed? Does the next example contain an objective *phrase*, or *sentence*? By what is it governed?

SPECIMEN OF PARSING.

But we should consider how great will be her ultimate reward.

How great will be her ultimate reward is an objective sentence, and governed by the transitive verb *consider*; agreeably to the note which says, "Part of a sentence," &c.

Exercises in Parsing.

Can you tell how much the land cost?

We saw religion abandoned, and persecuted; but we could not see how many vices would be introduced.

NOTE 2.—Some verbs appear to govern two words in the objective case; as, The Author of my being formed *me man*, and made me accountable to him. They desired me to call *them brethren*. He seems to have made *him what* he was.

QUESTIONS.—In the first example, what two words in the objective case? By what verb are they governed? What two in the next? By what governed?

SPECIMEN OF PARSING.

They desired me to call them brethren.

Them and *brethren* are two words, each in the third person, plural number, objective case, and governed by the transitive verb *call*; agreeably to the note which says, "Some verbs appear," &c.

Exercises in Parsing.

The king created him duke.

The voice of the nation declared him a traitor.

False Syntax to be corrected.

They who opulence has made proud, and who luxury has corrupted, cannot relish the simple pleasures of nature. You have reason to dread his wrath, which one day will destroy ye both. He and they we know, but who are you?

NOTE 3.—Neuter verbs of motion and change are varied like the active, and admit of the passive form, retaining still the neuter signification; as, I am come; I was gone; I am grown; I am fallen. The following examples should have an active, and not a passive form; *We are infinitely swerved*; the whole obligation *was also ceased*; the number *was now amounted*, &c.

False Syntax to be corrected.

If such maxims and such practices prevail, what has become of decency and virtue? I have come according to the time proposed; but I have fallen upon an evil hour. He was entered into the connection, before the consequences were considered.

NOTE 4.—*Part 1.* Intransitive and neuter verbs may have the same case after them as that which next precedes them; as, I am *he* whom they converted; I believe *it* to have been *them*; *He* desired to be their *king*; *She* walks a *queen*.

QUESTIONS.—What pronoun is next after a neuter verb, in the first example? In what case is it? What intransitive verb in the last example? What case has it before it, and what after it?

SPECIMEN OF PARSING.

He desired to be their king.

King is a common noun, of the third person, singular number, and nominative case after the neuter verb *to be*, because *he*, the case which next precedes it, is in the nominative case; agreeably to the note which says, "Intransitive and neuter verbs," &c.

PART 2.—Passive verbs which signify naming, and others of a similar nature, have the same case before and after them; as, *He* was called *Cæsar*; *She* was named *Penelope*; *Homer* is styled the *prince* of the poets; *James* was created *duke*.

QUESTIONS.—What noun is put after a verb of naming, in the first example? In what case is it? Why? In what case is *prince*, in the third example? Why?

False Syntax to be corrected.

Well may you be afraid; it is him indeed. I would act the same part, if I were him, or in his situation. If it was not him, who do you imagine it to have been?

NOTE 5.—The auxiliary verb *let* governs the objective case; as, Let *him* beware; Let *us* judge correctly; Let *them* not presume; Let *George* study his lesson.

False Syntax to be corrected.

Whatever others do, let thou and I act wisely. Let thou and we unite to oppose this growing evil.

RULE XII.

One verb governs another that follows it, or depends upon it, in the infinitive mode; as, Cease *to do* evil; Learn *to do* well; We should be prepared *to render* an account of our actions.

The word *to*, though generally used before the latter verb, is sometimes properly omitted; as, I heard him say it; instead of; *to* say it.

QUESTIONS.—What is the *infinitive mode* in each example? By what governed? Why?

The following Rule, with the VERB inserted, is thought to include all that relates to the government of the infinitive mode, and in plainer terms than the original rule:—

RULE.—The infinitive mode is governed by (verbs) adjectives, substantives, and participles; as, He is *eager* to learn; She is *worthy* to be loved; They have a *desire* to improve; *Endeavoring* to persuade.

QUESTIONS.—By what part of speech is the infinitive governed, in the first example? By what in the second? What in the third? In the last?

SPECIMEN OF PARSING.

She is worthy to be loved.

To be loved is a passive verb, in the infinitive mode, and governed by the adjective *worthy*; agreeably to the rule which says, "The infinitive mode is governed," &c.

Exercises in Parsing.

Cease to do evil.

Learn to do well.

They have a desire to do right.

She is endeavoring to persuade.

'Tis wise to talk with our past hours.

PART 1.—The infinitive sometimes follows the word *as*; thus, An object so high *as to be* invisible; A question so obscure *as to perplex* the understanding.

PART 2.—The infinitive occasionally follows *than*, after a comparison; as, He desired nothing more *than to know* his own imperfections.

PART 3.—The infinitive mode is often made absolute, or used independently on the rest of the sentence, supplying the place of the conjunction *that*, with the potential mode; as, *To confess* the truth, I was in fault; that is, *that I may* confess, &c.

PART 4.—The verbs *bid*, *dare*, *need*, *make*, *see*, *hear*, *feel*, and also *let*, not used as an auxiliary, and a few others, have, in the active form, the infinitive after them *without* the sign *to* before it; as, I bade him *do* it; Ye dare not *do* it; I saw him *do* it; I heard him *say* it; Thou lettest him *go*.

QUESTION.—What verbs are used in the infinitive mode without the sign *to*?

False Syntax to be corrected.

It is better live on a little, than outlive a great deal. You ought not walk too hastily. I wish him not wrestle with his happiness. I need not to solicit him to do a kind action. I have seen some young persons to conduct themselves very discreetly.

RULE XIII.

In the use of words and phrases which, in point of time, relate to each other, a due regard to that relation should be observed. Instead of saying, The Lord *hath given*, and the Lord *hath taken away*; we should say, The Lord *gave*, and the Lord *hath taken away*. Instead of, I *remember* the family more than twenty years; it should be, I *have remembered* the family more than twenty years.

QUESTION.—In the example, why use *gave* instead of *hath given*?

False Syntax to be corrected.

The next new year's day, I shall be at school three years. From the little conversation I had with him, he appeared to have been a man of letters. It would have given me great satisfaction to relieve him from that distressed situation.

RULE XIV.

Participles have the same government as the verbs have from which they are derived; as, I am weary with *hearing* him; She is *instructing* us; The tutor is *admonishing* Charles.

QUESTIONS.—Which is the *participle* in the first example? From what is it derived? What does it govern? Why? A. Because the verb *hear* would govern the objective case *him*; and the rule says, "Participles have the *same* government," &c. Which is the participle in the next example? What does it govern? Why? Which, in the next? What does it govern? Why?

SPECIMEN OF PARSING.

Speaking truth.

Truth is a common noun, third person, singular number, in the objective case, and governed by the participle *speaking*; agreeably to the rule which says, "Participles," &c.

Exercises in Parsing.

Having early disgraced himself, he became mean and dispirited.

Knowing him to be my superior, I cheerfully submitted.

False Syntax to be corrected.

Esteeming themselves wise, they became fools. Suspecting not only ye, but they also, I was studious to avoid all intercourse. From having exposed himself too freely in different climates, he entirely lost his health.

PART 1. A participial or verbal noun, whether simple or compound, may be either in the nominative or objective case, and may have a verb and adjective referring to it; as, *Reading* is useful; He mentioned a *boy's having been corrected* for his faults; *The boy's having been corrected*, is shameful to him.

QUESTIONS.—What kind of noun does the first example contain? In what case is it? What kind does the second contain? In what case? The third? What case?

SPECIMEN OF PARSING.

The boy's having been corrected, is shameful to him.

The having been corrected is a participial noun, and in the nominative case to *is*; agreeably to the rule which says, "A participial or verbal noun," &c.

PART 2.—A participial noun, governed by a preposition, or used as a nominative, may govern the objective case; as, John was sent to prepare the way *by preaching repentance*, and *by instructing the people*; *Making books* is his employment; Her amusement is *drawing maps*.

QUESTIONS.—Is the participial noun, in the first example, governed by a preposition, or used as a nominative? How is it in the next example? How in the last?

SPECIMEN OF PARSING.

Making books is his employment.

Books is a common noun, third person, plural number, objective case, and governed by the participial noun *making*, which is nominative to *is*; agreeably to the rule which says, "A participial noun," &c.

PART 3.—The active participle is frequently used without an obvious reference to any noun or pronoun; as, Generally *speaking*, his conduct is very honorable; *Granting* this to be true, &c. In such instances, a pronoun is to be understood.

NOTE 1.—When the article *a*, *an*, or *the*, precedes the participle, it becomes a substantive, and must have the preposition *of* after it; as, By *the* observing *of* the rules, you may avoid mistakes; This was *a* betraying *of* the trust; It is *an* overvaluing *of* ourselves.

False Syntax to be corrected.

By observing of truth, you will command esteem, as well as secure peace. A person may be great or rich by chance; but he cannot be wise or good, without the taking pains for it. Nothing could have made her so unhappy, as the marrying a man who possessed such principles.

NOTE 2.—When the pronoun precedes the participial noun, the preposition *of* should follow it; as, Much depends on *their* observing *of* the rule, as error will be the consequence of *their* neglecting *of* it.

False Syntax to be corrected.

There will be no danger of their spoiling their faces, or of their gaining converts. For his avoiding that precipice, he is indebted to his friend's care.

RULE XV.

Adverbs, though they have no government of case, tense, &c., require an appropriate situation in the sentence, viz. for the most part before adjectives, after verbs active or neuter, and frequently between

the auxiliary and the verb ; as, He made a *very* sensible discourse ; he spoke *unaffectedly* and *forcibly*, and was *attentively* heard by the whole assembly.

QUESTIONS.—What adverb in the first example ? Where is it placed ? What in the other examples ? Where are they placed ?

SPECIMEN OF PARSING.

They are certainly lost.

Certainly is an adverb of affirmation, and is placed between the auxiliary *are* and the verb *lost* ; agreeably to the rule which says, “Adverbs, though they have,” &c.

Exercises in Parsing.

We should always prepare for the worst, and hope for the best.

A young man, so benevolent and virtuous, promises to be a very useful member of society.

When our virtuous friends die, they are not lost forever ; they are only gone before us to a happier world.

False Syntax to be corrected.

He was pleasing not often, because he was vain. William nobly acted, though he was unsuccessful. We may happily live, though our possessions are small.

NOTE 1.—*Part 1.* The adverb *never* generally precedes the verb ; as, I never was there ; He never comes at a proper time.

PART 2.—*Ever* is sometimes improperly used for *never* ; as, I seldom or *ever* see him : it should be, I seldom or *never*, &c.

False Syntax to be corrected.

They could not persuade him, though they were never so eloquent. If some persons' opportunities were never so favorable, they would be too indolent to improve them.

NOTE 2.—*Part 1.* The adverb of place *where* is often improperly used instead of the pronoun relative and a preposition ; as, They formed a protestation, *where* they repeated all their claims ; that is, *in which* they repeated, &c.

PART 2.—The adverbs *here*, *there*, and *where*, are often improperly applied to verbs signifying motion, instead of *hither*, *thither*, *whither*; as, He came *here* hastily; They rode *there* with speed; *Where* are you going? They should be, He came *hither*; They rode *thither*; *Whither* are you going?

False Syntax to be corrected.

He drew up a petition, where he too freely represented his own merits. His follies had reduced him to a situation where he had much to fear, and nothing to hope. It is reported, that the prince will come here to-morrow. George is active; he walked there in less than an hour. Where are you all going in such haste? Whither have they been since they left the city?

NOTE.—The instruction contained in Part 2 of the foregoing note is fast becoming obsolete.

RULE XVI.

Two negatives, in English, destroy one another, or are equivalent to an affirmative; as, *Nor* did they *not* perceive him; that is, they did perceive him: His language, though inelegant, is *not ungrammatical*; that is, it is grammatical.

QUESTIONS.—What negatives in the first example? To what are they equivalent? Express it affirmatively. What negatives in the next example? To what are they equivalent? Express it affirmatively.

False Syntax to be corrected.

Be honest, nor take no shape nor semblance of disguise. There cannot be nothing more insignificant than vanity. The measure is so exceptionable, that we cannot by no means permit it.

RULE XVII.

Prepositions govern the objective case; as, I have heard a good character *of* her; *From* him that is needy, turn not away; A word to the wise is sufficient *for* them; We may be good and happy *without* riches.

QUESTIONS.—What preposition in the first example? What does it govern? Why? What in the next? What does it

govern? Why? In the next? What does it govern? Why
The next? What does it govern? Why?

SPECIMEN OF PARSING.

They are supported by industry.

Industry is a common noun, of the third person, singular number, objective case, and governed by the preposition *by*; agreeably to the rule which says, "Prepositions govern," &c.

Exercises in Parsing.

From whom was that information received?

To whom do that house, and those fine gardens, belong?

False Syntax to be corrected.

We are all accountable creatures, each for himself. Does that boy know who he speaks to? Who does he offer such language to? It was not he that they were so angry with.

RULE.

Nouns expressing time, space, direction, distance, value, or dimension, are commonly attended by an ellipsis, and governed by a preposition understood; as, I sat an hour; He went a voyage; They went that way; She rode a mile; Wisdom is worth a mine of gold; He laid a floor ten feet square; that is, *during* an hour; *on* a voyage; *in* that way; *over* or *through* the distance of a mile; worthy *of*; *over* the dimension of ten feet square.

SPECIMEN OF PARSING.

She rode a mile.

Mile is a common noun, of the third person, singular number, objective case, and governed by the preposition *of*, by supplying the ellipsis, *through the distance of*; agreeably to the rule which says, "Nouns expressing," &c.

Exercises in Parsing.

Ye have forgotten me days without number.

All the days of my appointed time will I wait.

He was banished his country.

I went a journey.

PART 1.—Participles are frequently used as prepositions; as, *excepting*, *respecting*, *touching*, *concerning*, *according*; as, They were all in fault *except* or *excepting* him.

PART 2.—The prepositions *to*, *for*, and *from*, are often understood, chiefly before the pronouns; as, Give me the book; Get me some paper; that is, *to* me, *for* me; Wo is me; He was banished England; that is, *to* me, *from* England.

NOTE 1.—The preposition is often ungracefully separated from the relative which it governs; as, *Whom* will you give it to? instead of *To whom* will you give it?

• *False Syntax to be corrected.*

To have no one whom we heartily wish well to, and whom we are warmly concerned for, is a deplorable state. He is a friend whom I am highly indebted to.

NOTE 2.—Different relations, and different senses, must be expressed by different prepositions, though in conjunction with the same verb or adjective; thus we say, To converse *with* a person, *upon* a subject, *in* a house, &c.

False Syntax to be corrected.

We are often disappointed of things, which, before possession, promised much enjoyment. I have frequently desired their company, but have always hitherto been disappointed in that pleasure.

NOTE 3.—An accurate and appropriate use of the prepositions is of great importance:—

FIRST—With respect to the preposition *of*; as, He is resolved *of* going to the Persian court; *on* going, &c.; The rain hath been falling *of* a long time; falling a long time; He went out *of* an evening; an evening.

SECOND—With respect to the prepositions *to* and *for*; as, You have bestowed your favors *to* the most deserving persons; *upon* the most deserving, &c.; He accused the ministers *for* betraying the Dutch; *of* having betrayed, &c.

THIRD—With respect to the prepositions *with*, *on*, and *upon*; as, Reconciling himself *with* the king; *to* the king; It is a use that perhaps I should not have thought *on*; thought *of*; A great quantity may be taken from the heap, without making any alteration *upon* it; *in* it.

FOURTH—With respect to the prepositions FROM, INTO, AFTER, BY, OUT, AT, &c.; as, They should be informed *in* some parts of his character; *about* or *concerning*, &c.

False Syntax to be corrected.

She finds a difficulty of fixing her mind. There was no water, and he died for thirst. I have no occasion of his services. This is a principle in unison to our nature. Their house is situated to the northeast side of the road. He was accused with having acted unfairly. Their conduct was agreeable with their profession.

NOTE 4.—*Part 1.* The preposition *to* is used before nouns of place, when they follow verbs and participles of motion; as, I went *to* London; I am going *to* town.

PART 2.—*In* is set before countries, cities, and large towns; as, He lives *in* France, *in* London, *in* Birmingham.

PART 3.—*At* is generally used after the verb *to be*; as, I have been *at* London; and before villages, single houses, and cities, which are in distant countries; as, He lives *at* Hackney; He resides *at* Montpelier.

False Syntax to be corrected.

I have been to London, after having resided a year at France; and I now live in Islington. They have just landed in Hull, and are going for Liverpool. They intend to reside some time at Ireland.

RULE XVIII.

Conjunctions and commas connect like words, the same modes and tenses of verbs, and cases of nouns and pronouns; as, Candor *is to be approved and practised*; If thou sincerely *desire, and* earnestly *pursue* Virtue, she *will assuredly be found* by thee, *and prove* a rich reward; The master taught *her and me* to write; *He and she* were school-fellows.

QUESTIONS.—Of what *mode* and *tense* is *practised*? Why? *Pursue*? Why? *Prove*? Why? In what case is *me*? Why? *He*? Why?

SPECIMEN OF PARSING.

If he go the voyage and prosper.

Prosper is a regular neuter verb, of the subjunctive mode, and present tense, third person, singular number, and is connected, by the conjunction *and*, to the verb *go*; agreeably to the rule which says, "Conjunctions connect," &c.

Exercises in Parsing.

He and I commenced our studies at the same time.

If we contend about trifles, and violently maintain our opinion, we shall gain but few friends.

False Syntax to be corrected.

My brother and him are tolerable grammarians. Did he not tell thee his fault, and entreated thee to forgive him? Professing regard, and to act differently, marks a base mind.

NOTE.—Conjunctions are, indeed, frequently made to connect different modes and tenses of verbs; but, in these instances, the nominative, generally, if not always, is repeated; as, He *lives* temperately, and *he should live* temperately.

False Syntax to be corrected.

Rank may confer influence, but will not necessarily produce virtue. He does not want courage, but is defective in sensibility. He might have been happy, and is now fully convinced of it.

RULE XIX.

Some conjunctions require the indicative, some the subjunctive mode, after them. It is a general rule, that, when something contingent or doubtful is implied, the subjunctive ought to be used; as, *If I were* to write, he would not regard it; He will not be pardoned, *unless* he *repent*.

Conjunctions that are of a positive and absolute nature, require the indicative mode; as, *As* virtue *advances*, so vice *recedes*; He is healthy, *because* he *is* temperate.

QUESTIONS.—Of what *mode* is *were*? Why? *Repent*? Why? *Advances*? Why? *Recedes*? Why? *Is*? Why?

False Syntax to be corrected.

Though he urges me yet more earnestly, I shall not comply, unless he advances more forcible reasons. She disapproved the measure, because it were very improper. Though the fact be extraordinary, it certainly did happen.

NOTE 1.—The particle *as*, when it is connected with the pronoun *such*, has the force of a relative pronoun; as, Let *such as* presume to advise others, look well to their own conduct.

SPECIMEN OF PARSING.

Let *such as* presume to advise others, look well to their own conduct.

As is a relative pronoun, referring to *such* for its antecedent, of the third person, plural number, and nominative case to *presume*; agreeably to the note which says, "The particle *as*, when," &c.

Exercises in Parsing.

Such men *as* know their interest will avoid the place.

He is represented to be *such a character as* is but seldom seen.

In *such company as* I found there, I should delight to remain.

NOTE 2.—Some conjunctions have their corresponding conjunctions belonging to them, so that, in the subsequent member of the sentence, the latter answers to the former; as,

1. **THOUGH, YET, NEVERTHELESS**; as, *Though* he was rich, *yet* for our sakes he became poor.

2. **WHETHER—OR**; as, *Whether* he will go *or* not, I cannot tell.

3. **EITHER—OR**; as, I will *either* send it, *or* bring it myself.

4. **NEITHER—NOR**; as, *Neither* thou *nor* I am able to compose it.

5. **AS—AS**; expressing a comparison of equality; as, She is *as* amiable *as* her sister.

6. **AS—SO**; expressing a comparison of equality; as, *As* the stars, so shall thy seed be.

7. As—so ; expressing a comparison of quality ; as, *As the one dieth, so dieth the other.*

8. So—AS ; with a verb expressing a comparison of equality ; as, *To see thy glory, so as we have seen it in thy sanctuary.*

9. So—AS ; with a negative and an adjective expressing a comparison of quantity ; as, *Pompey was not so great a man as Cesar.*

10. So—THAT ; expressing a consequence ; as, *He was so fatigued, that he could not move.*

False Syntax to be corrected.

Neither the cold or the fervid, but characters uniformly warm, are formed for friendship. They are both praiseworthy, and one is equally deserving as the other. He is not as diligent and learned as his brother. Neither despise or oppose what thou dost not understand. The house is not as commodious as we expected it would be. The dog in the manger would neither eat the hay himself, or suffer the ox to eat it.

RULE XX.

When the qualities of different things are compared, the latter noun or pronoun is not governed by the conjunction *than* or *as*, but is nominative to a verb, or is governed by a verb or preposition, expressed or understood ; as, *Thou art wiser than I ; that is, than I am ; They loved him more than me ; that is, more than they loved me ; The sentiment is well expressed by Plato, but much better by Solomon than him ; that is, than by him.*

QUESTIONS.—What are compared in the first example ? In what case is the *latter pronoun* ? What *verb* is understood, to which it is nominative ? What are compared in the next example ? In what case is the *latter pronoun* ? By what is it governed ? By what is *him* governed in the next example ?

SPECIMEN OF PARSING.

A good name is better than wealth.

Wealth is a common noun, third person, singular number, and nominative case to *is*, understood ; agreeably to the rule which says, " When the qualities," &c.

Exercises in Parsing.

Those persons are abundantly more oppressed than we.

Though I am not so good a scholar as he is, I am, perhaps, not less attentive than he to my studies.

False Syntax to be corrected

The business was much better executed by his brother than he. They are much greater gainers than me by this unexpected event. They know how to write as well as him ; but he is a much better grammarian than them. Thou art a much greater loser than me by his death. She suffers hourly more than me. Who betrayed her companion ? Not me. Who revealed the secrets he ought to have concealed ? Not him. There is but one in fault, and that is me.

RULE XXI.

To avoid disagreeable repetitions, and to express our ideas in a few words, an ellipsis, or omission of some words, is frequently admitted. Instead of saying, He was a learned man, he was a wise man, and he was a good man ; we use the ellipsis, and say, He was a learned, wise, and good man.

When the omission of words would obscure the sentence, weaken its force, or be attended with an impropriety, they must be expressed. - In the sentence, We are apt to love who love us, the word *them* should be supplied : A beautiful field and trees, is not proper language, because, if we supply the ellipsis, it will read, A beautiful field and a beautiful trees. In this case it is better to use another adjective ; as, A beautiful field and *fine* trees.

QUESTIONS.—Why is *man* omitted ? What is this omission of *man* called ? Why not omit *them* in the example under the other part of the rule ?

False Syntax to be corrected.

These counsels were the dictates of virtue, and the dictates of true honor. We must guard against too great severity or facility of manners. By these happy labors, they who sow and reap will rejoice together.

NOTE.—The *noun* is frequently omitted in the following manner: The laws of God and man; that is, The laws of God and the *laws* of man. Emphasis renders the ellipsis of the noun improper.

False Syntax to be corrected.

Avarice and cunning may acquire an estate; but avarice and cunning cannot gain friends. The anxious man is the votary of riches; the negligent, of pleasure.

RULE XXII.

All the parts of a sentence should correspond to each other; a regular and dependent construction throughout should be carefully preserved. The following sentence is therefore inaccurate; He was more beloved, but not so much admired as Cinthio. *More* requires *than* after it, which is nowhere found in the sentence. It should be, He was more beloved than Cinthio, but not so much admired.

False Syntax to be corrected.

He is more bold and active, but not so wise and studious as his companion. Neither has he, nor any other persons, suspected so much dissimulation. Several alterations and additions have been made to the work.

PROSODY.

Prosody consists of two parts : the former teaches the true *pronunciation* of words, comprising ACCENT, QUANTITY, EMPHASIS, PAUSE, and TONE, and the latter the laws of VERSIFICATION.

ACCENT.

Accent is the laying of a peculiar stress of the voice on a certain letter or syllable in a word, that it may be better heard than the rest, or distinguished from them ; as, in the word *presume*, the stress of the voice must be on the letter *u*, in the second syllable, *sume*, which takes the accent.

QUANTITY.

The quantity of a syllable is that time which is occupied in pronouncing it. It is considered as long or short.

A vowel or syllable is long when the accent is on the vowel ; which occasions it to be slowly joined, in pronunciation, to the following letter ; as, *fall*, *bale*, *mood*, *house*, *feature*.

A syllable is short when the accent is on the consonant ; which occasions the vowel to be quickly joined to the succeeding letter ; as, *ant'*, *bon'net*, *hun'ger*.

A long syllable requires double the time of a short one in pronouncing it ; thus, *mate* and *note* should be pronounced as slowly again as *mat* and *not*.

EMPHASIS.

By emphasis is meant a stronger and fuller sound of voice, by which we distinguish some

word, or words, on which we design to lay particular stress, and to show how it affects the rest of the sentence. Sometimes the emphatic words must be distinguished by a particular tone of voice, as well as by a greater stress.

PAUSES.

Pauses, or rests, in speaking or reading, are a total cessation of the voice, during a perceptible, and, in many cases, a measurable space of time.

TONES.

Tones are different both from emphasis and pauses; consisting in the modulation of the voice, the notes or variations of sound, which we employ in the expression of our sentiments.

VERSIFICATION.

Versification is the arrangement of a certain number and variety of syllables, according to certain laws.

Rhyme is the correspondence of the last sound of one verse to the last sound or syllable of another.

PUNCTUATION.

PUNCTUATION is the art of dividing a written composition into sentences, or parts of sentences, by points or stops, for the purpose of marking the different pauses, which the sense and an accurate pronunciation require.

QUESTION.—What is punctuation?

COMMA.

The Comma usually separates those parts of a sentence, which, though very closely connected in sense and construction, require a pause between them.

QUESTION.—What does the comma usually separate?

RULE I.—*With respect to a simple sentence, the several words of which it consists have so near a relation to each other, that, in general, no points are requisite, except a full stop at the end of it;* as, “The fear of the Lord is the beginning of wisdom.” “Every part of matter swarms with living creatures.”

QUESTION.—Why is no pause requisite in these examples, except at the end?

A simple sentence, however, when it is a long one, and the nominative case is accompanied with inseparable adjuncts, may admit of a pause immediately before the verb; as, “The good taste of the present age, has not allowed us to neglect the cultivation of the English language;” “To be totally indifferent to praise or censure, is a real defect in character.”

QUESTIONS.—Why is a pause inserted before the verb *has*, in the first example? Which word is the nominative case? By what inseparable adjuncts is it accompanied? Why a pause before the verb *is*, in the next example?

RULE II.—*When the connection of the different parts of a simple sentence is interrupted by an imperfect phrase, a comma is usually introduced before the beginning, and at the end of this phrase;* as, “I remember, with gratitude, his

goodness to me ;” “ His work is, *in many respects*, very imperfect. It is, *therefore*, not much approved.” *But, when these interruptions are slight and unimportant, the comma is better omitted ;* as, “ Flattery is *certainly* pernicious ;” “ There is *surely* a pleasure in beneficence.”

QUESTIONS.—By what imperfect phrases are the different parts of the sentences, constituting the examples, interrupted? Where are the pauses placed? Why is the comma omitted in the last two examples?

In the generality of compound sentences, there is frequent occasion for commas ; as will appear from the following view of the different occasions to which they are adapted.

RULE III.—*When two or more nouns occur in the same construction, they are parted by a comma ;* as, “ Reason, virtue, answer one great aim ;” “ The husband, wife, and children, suffered extremely ;” * “ They took away their furniture, clothes, and stock in trade ;” “ He is alternately supported by his father, his uncle, and his elder brother.”

QUESTIONS.—In the examples, what two nouns occur in the same construction? What do you understand by the same construction?

From this rule there is mostly an exception, with regard to two nouns closely connected by a conjunction ; as, “ Virtue and vice form a strong contrast to each other ;” “ Libertines call religion bigotry or superstition ;” “ There is a natural difference between merit and demerit, virtue and vice, wisdom and folly.”

QUESTION.—Why are there no commas in these examples?

But, if the parts connected are not short, a comma may be inserted, though the conjunction is expressed ; as, “ Romances may be said to be miserable rhapsodies, or dangerous incentives to evil ;” “ Intemperance destroys the strength of our bodies, and the vigor of our minds.”

QUESTION.—As the conjunction is expressed in these sentences, why is the comma inserted?

* As a considerable pause in pronunciation is necessary between the last noun and the verb, a comma should be inserted to denote it. But as no pause is allowable between the last adjective and the noun, under Rule IV., the comma is there properly omitted.

RULE IV.—*Two or more adjectives, belonging to the same substantive, are likewise separated by commas*; as, “Plain, honest truth, wants no artificial covering;” “David was a brave, wise, and pious man;” “A woman, gentle, sensible, well-educated, and religious;” “The most innocent pleasures are the sweetest, the most rational, the most affecting, and the most lasting.”

QUESTIONS.—What adjectives in the examples? Why are they separated by commas? To what substantive do they belong?

But two adjectives, immediately connected by a conjunction, are not separated by a comma; as, “True worth is modest and retired;” “Truth is fair and artless, simple and sincere, uniform and consistent;” “We must be wise or foolish; there is no medium.”

QUESTION.—Why are not the adjectives in these examples separated by commas?

RULE V.—*Two or more verbs, having the same nominative case, and immediately following one another, are also separated by commas*; as, “Virtue supports in adversity, moderates in prosperity;” “In a letter, we may advise, exhort, comfort, request, and discuss.”

QUESTIONS.—What verbs in the examples? Why are they separated by a comma? What is their nominative case?

Two verbs immediately connected by a conjunction, are an exception to the above rule; as, “The study of natural history expands and elevates the mind;” “Whether we eat or drink, labor or sleep, we should be moderate.”

QUESTION.—Why are not the verbs in these examples separated by a comma?

Two or more participles are subject to a similar rule, and exception; as, “A man, fearing, serving, and loving his Creator;” “He was happy in being loved, esteemed, and respected;” “By being admired and flattered, we are often corrupted.”

QUESTION.—Why are the participles separated in the first example, and not in the last?

RULE VI.—*Two or more adverbs, immediately succeeding one another, must be separated by commas; as, "We are fearfully, wonderfully framed;" "Success generally depends on acting prudently, steadily, and vigorously, in what we undertake."*

QUESTIONS.—What adverbs in the examples? Why are they separated by commas?

But when two adverbs are joined by a conjunction, they are not parted by a comma; as, "Some men sin deliberately and presumptuously;" "There is no middle state; we must live virtuously or viciously."

QUESTION.—Why are the adverbs, in these examples, not separated by a comma?

RULE VII.—*When participles are followed by something that depends on them, they are generally separated from the rest of the sentence by a comma; as, "The king, approving the plan, put it in execution;" "His talents, formed for great enterprises, could not fail of rendering him conspicuous;" "All mankind compose one family, assembled under the eye of one common Father."*

QUESTIONS.—What participles in the examples? Why are they separated by a comma? By what are they followed that depends on them?

RULE VIII.—*When a conjunction is divided by a phrase, or sentence, from the verb to which it belongs, such intervening phrase has usually a comma at each extremity; as, "They set out early, and, before the close of the day, arrived at the destined place."*

QUESTIONS.—What conjunction in the example? To what does it belong? By what intervening phrase is it divided?

RULE IX.—*Expressions in a direct address are separated from the rest of the sentence by commas; as, "My son, give me thy heart;" "I am obliged to you, my friends, for your many favors."*

QUESTION.—What expressions in a direct address occur in the examples?

RULE X.—*The case absolute, and the infinitive mode absolute, are separated by commas from the body of the sentence; as, "His father dying, he succeeded to the estate;" "At*

length, their ministry performed, and race well run, they left the world in peace ;” “ To confess the truth, I was much in fault.”

QUESTION.—Point out the case absolute, and the infinitive mode absolute, in the examples.

RULE XI.—*Nouns in apposition, that is, nouns added to other nouns in the same case, by way of explication or illustration, when accompanied with adjuncts, are set off by commas ;* as, “ Paul, the apostle of the Gentiles, was eminent for his zeal and knowledge ;” “ The butterfly, child of the summer, flutters in the sun.”

QUESTIONS.—What nouns in apposition in your examples ? By what adjuncts are they accompanied ?

But, if such nouns are single, or only form a proper name, they are not divided ; as, “ Paul the apostle ;” “ The Emperor Antoninus wrote an excellent book.”

QUESTION.—Why are not the nouns separated in these examples ?

RULE XII.—*Simple members of sentences, connected by comparatives, are for the most part distinguished by a comma ;* as, “ As the hart panteth after the water-brooks, so doth my soul pant after thee ;” “ Better is a dinner of herbs with love, than a stalled ox and hatred therewith.”

QUESTIONS.—What simple members of sentences in the examples ? By what comparatives are they connected ?

RULE XIII.—*When words are placed in opposition to each other, or with some marked variety, they require to be distinguished by a comma ;* as,

“ Tho’ deep, yet clear ; tho’ gentle, yet not dull ;
Strong, without rage ; without o’erflowing, full.”

“ Good men, in this frail, imperfect state, are often found, not only in union *with*, but in opposition *to*, the views and conduct of one another.”

Sometimes, when the word with which the last preposition agrees is single, it is better to omit the comma before it ; as, “ Many states were in alliance *with*, and under the protection of Rome.”

QUESTIONS.—What words are placed in opposition to each other ? What, with some marked variety ? Why is the comma omitted before *Rome* ?

The same rule and restriction must be applied when two or more nouns refer to the same preposition ; as, "He was composed both under the threatening, and at the approach, of a cruel and lingering death ;" "He was not only the king, but the father of his people."

QUESTIONS.—Why are *threatening* and *approach* distinguished by commas ? Why is the comma omitted after *of* ?

RULE XIV.—*A remarkable expression, or a short observation, somewhat in the manner of a quotation, may be properly marked with a comma ; as, "It hurts a man's pride to say, I do not know ;" "Plutarch calls lying, the vice of slaves."*

QUESTIONS.—Why is, *I do not know*, marked with a comma ? Why, *the vice of slaves* ?

RULE XV.—*Relative pronouns are connective words, and generally admit a comma before them ; as, "He preaches sublimely, who lives a sober, righteous, and pious life ;" "There is no charm in the female sex, which can supply the place of virtue."*

QUESTIONS.—Why has *who* a comma before it ? Why has *which* ?

But when two members, or phrases, are closely connected by a relative, restraining the general notion of the antecedent to a particular sense, the comma should be omitted ; as, "Self-denial is the sacrifice which virtue must make ;" "A man who is of a detracting spirit, will misconstrue the most innocent words that can be put together." In the latter example, the assertion is not of "man in general," but of "a man who is of a detracting spirit," and therefore they should not be separated.

QUESTION.—Why is the comma omitted after the pronouns in these examples ?

The fifteenth rule applies equally to cases in which the relative is not expressed, but understood ; as, "It was from piety, warm and unaffected, that his morals derived strength ;" "This sentiment, habitual and strong, influenced his whole conduct." In both of these examples, the relative and verb, which was, are understood.

QUESTION.—Why are the commas inserted after *piety* and *sentiment* ?

RULE XVI.—*A simple member of a sentence, contained within another, or following another, must be distinguished by the comma; as, "To improve time, whilst we are blessed with health, will smooth the bed of sickness;" "Very often, while we are complaining of the vanity, and the evils of human life, we make that vanity, and we increase those evils."*

QUESTIONS.—In the first example, is a simple member contained within another, or does it follow another? How, in the next example?

If, however, the members succeeding each other are very closely connected, the comma is unnecessary; as, "Revelation tells us how we may attain happiness."

QUESTION.—Why is the comma unnecessary in this example?

When a verb in the infinitive mode follows its governing verb, with several words between them, those words should generally have a comma at the end of them; as, "It ill becomes good and wise men, to oppose and degrade one another."

QUESTIONS.—What verb in the infinitive mode, in this example? What is its governing word? What words between them?

Several verbs in the infinitive mode, having a common dependence, and succeeding one another, are also divided by commas; as, "To relieve the indigent, to comfort the afflicted, to protect the innocent, to reward the deserving, is a humane and noble employment."

QUESTIONS.—How many verbs in the infinitive mode, succeeding one another, in the example? What do you understand by their having a common dependence?

RULE XVII.—*When the verb to be is followed by a verb in the infinitive mode, which, by transposition, might be made the nominative case to it, the former is generally separated from the latter verb by a comma; as, "The most obvious remedy is, to withdraw from all associations with bad men;" "The first and most obvious remedy against the infection, is, to withdraw from all associations with bad men."*

QUESTIONS.—What verb *to be*, in the examples? By what verb, in the infinitive mode, is it followed? How would you transpose it?

RULE XVIII.—*When adjuncts or circumstances are of importance, and often when the natural order of them is inverted, they may be set off by commas; as, "Virtue must be formed and supported, not by unfrequent acts, but by daily and repeated exertions;" "Vices, like shadows, towards the evening of life, grow great and monstrous;" "Our interests are interwoven by threads innumerable;" "By threads innumerable, our interests are interwoven."*

QUESTIONS.—Which example has adjuncts or circumstances of importance? In which is the natural order inverted?

RULE XIX.—*Where a verb is understood, a comma may often be properly introduced. This is a general rule, which, besides comprising some of the preceding rules, will apply to many cases not determined by any of them; as, "From law arises security; from security, curiosity; from curiosity, knowledge." In this example, the verb "arises" is understood before "curiosity" and "knowledge;" at which words a considerable pause is necessary.*

QUESTION.—Why is the comma introduced after *security* and *curiosity*?

RULE XX.—*The words nay, so, hence, again, first, secondly, formerly, now, lastly, once more, above all, on the contrary, in the next place, in short, and all other words and phrases of the same kind, must generally be separated from the context by a comma; as, "Remember thy best and first friend; formerly, the supporter of thy infancy, and the guide of thy childhood; now, the guardian of thy youth, and the hope of thy coming years;" "He feared want; hence, he overvalued riches;" "This conduct may heal the difference; nay, it may constantly prevent any in future;" "Finally, I shall only repeat what has been often justly said;" "If the spring put forth no blossoms, in summer there will be no beauty, and in autumn, no fruit; so, if youth be trifled away without improvement, riper years may be contemptible, and old age miserable."*

QUESTION.—What words, in the examples, are separated from the context by commas?

In many of the foregoing rules and examples, great regard must be paid to the length of the clauses, and the proportion which they bear to one another

SEMICOLON.

When a longer pause than a comma is required, and yet the sense is incomplete, a semicolon may be used ; as, "The wise man is happy when he gains his own approbation ; the fool, when he gains the applause of those about him."

QUESTION.—When would you use a semicolon ?

COLON.

The colon is used to divide a sentence into two or more parts, less connected than those which are separated by a semicolon ; but not so independent as separate, distinct sentences.

NOTE.—The use of the colon appears to be declining. Many late writers avoid the use of it altogether. They regard it as a point of indefinite character, taking the place, sometimes of the semicolon, and sometimes of the period ; and, consequently, perplexing us with a distinction where there is no difference.

PERIOD.

When a sentence is complete and independent, and not connected in construction with the following sentence, it is marked with a period.

Some sentences are independent of each other, both in their sense and construction ; as, "Fear God. Honor the king. Have charity towards all men." Others are independent only in their grammatical construction ; as, "The Supreme Being changes not, either in his desire to promote our happiness, or in the plan of his administration. One light always shines upon us from above. One clear and direct path is always pointed out to man."

The period should be used after every abbreviated word ; as, "M. S. P. S. N. B. A. D. O. S. N. S.," &c.

QUESTION.—When would you use a period ?

PARSING TABLE.

Articles.

A or AN is the Indefinite Article.

THE is the Definite Article.

— is a Noun, because it is a name, and because it makes sense with *the* before it; as, *the* —.

Common, because it can be appropriated to any of the kind, and it begins with a small letter.

Proper, because it can be appropriated to an individual only, and it begins with a capital letter.

Singular Number, because it expresses but one, and it makes sense with *one*, before it; as, *one* —.

Plural Number, because it expresses more than one, and it makes sense with *two*, before it; as, *two* —.

Masculine Gender, because it expresses an object of the male kind.

Feminine Gender, because it expresses an object of the female kind.

Neuter Gender, because it expresses an object which is neither masculine nor feminine.

Common Gender, because it may be considered either as masculine or feminine.

| | | | | | | |
|-----------|---|---------------------------------|--|---------|---|--------------------|
| Singular. | { | Nominative, <i>m-a-n</i> , | | Plural. | { | <i>m-e-n</i> , |
| | { | Possessive, <i>m-a-n'</i> & s,* | | | { | <i>m-e-n'</i> & s. |
| | { | Objective, <i>m-a-n</i> , | | | { | <i>m-e-n</i> , |

— is a Pronoun, because it is used instead of a noun —.

| | | | | | | |
|------------------------------|---|-----------|--|--------------------------|---|---------|
| I is the first person, | { | singular. | | We is the first person, | { | Plural. |
| Thou is the second, | { | | | Ye or you is the second, | { | |
| He, she, or it is the third, | { | | | They is the third, | { | |

| | | | | | | |
|-----------|---|---------------|--|---------|---|---------------|
| Singular. | { | Nominative, — | | Plural. | { | Nominative, — |
| | { | Possessive, — | | | { | Possessive, — |
| | { | Objective, — | | | { | Objective, — |

It is found in the — Person, — Number, — Gender, — Case.

— is an Adjective, because it expresses the quality of —, and because it makes sense with the word *thing* after it; as, — *thing*; and it makes sense with another noun after it; as, —.

Pos. —, Com. —, Sup. —

It is found in the — Degree.

* i. e. Spell the noun in each case, telling where the apostrophe comes.

— is a Verb, because it signifies to —, and because it makes sense with one of the following pronouns before it, namely, *I* —, *thou* —, *he* —, *she* —, *we* —, *you* —, or *they* —.

Transitive, because the Agent — acts upon the Object —.

Intransitive, because the Agent — does not act upon an object.

Passive, because there is something done to the Nominative —.

Neuter, because neither active nor passive.

Present. —, Imp. —, Perf. Part. —

Regular, because the Imperfect Tense and Perfect Participle end in *ed*.

Irregular, because the Imperfect Tense and the Perfect Participle do not end in *ed*.

Present —, Imp. —, Perf. —, Pluper. —, First Fut. —, Sec. Fut. —.

It is found in the — *Mode*, — *Tense*, — *Person*, — *Number*.

— is an Adverb of —

[Of *Number* or *Order*, &c. as the class may be.*]

— is a Preposition, because it connects the words — and —, and shows the relation between them; and it makes sense with one of the following Pronouns after it, namely, — *me*, — *us*, — *her*, — *him*, — *them*.

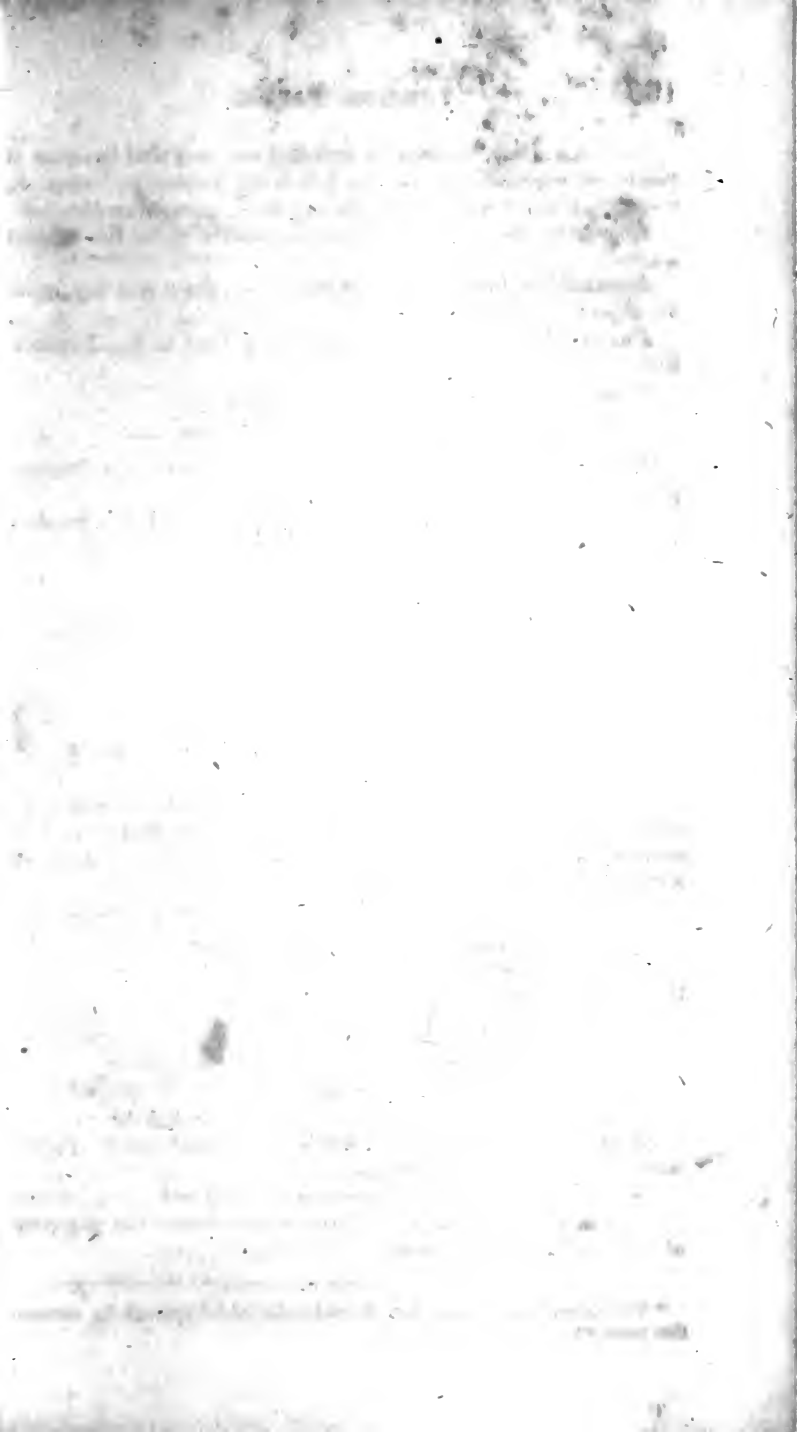
— is a Conjunction, because it connects
 the two { words } — and —
 { or }
 { sentences } — and —

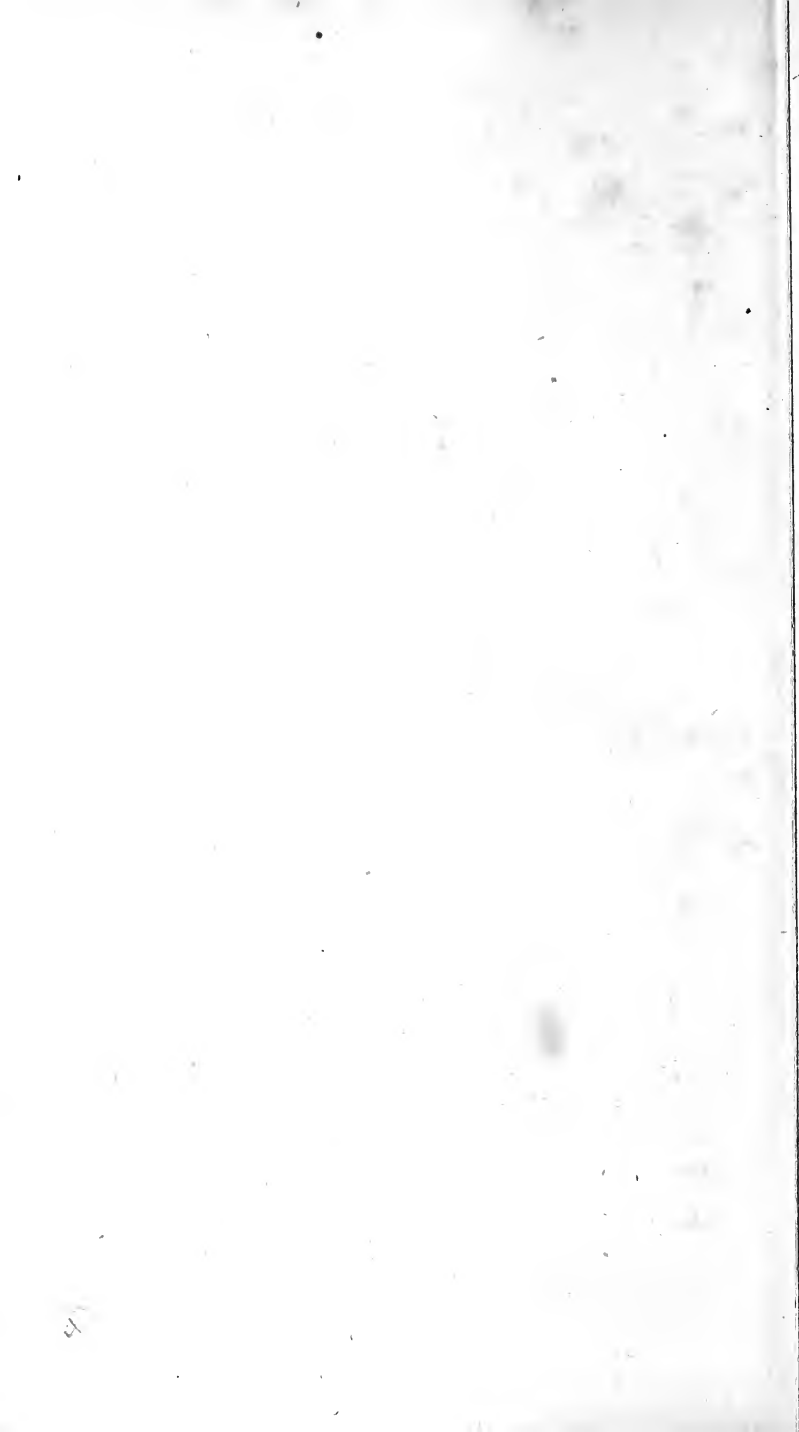
Copulative, because, { — is added to —
 or because, { — upon the supposition that —
 or because, { — is the reason why —

Disjunctive, because —, which precedes it, is in opposition to —, which follows it.

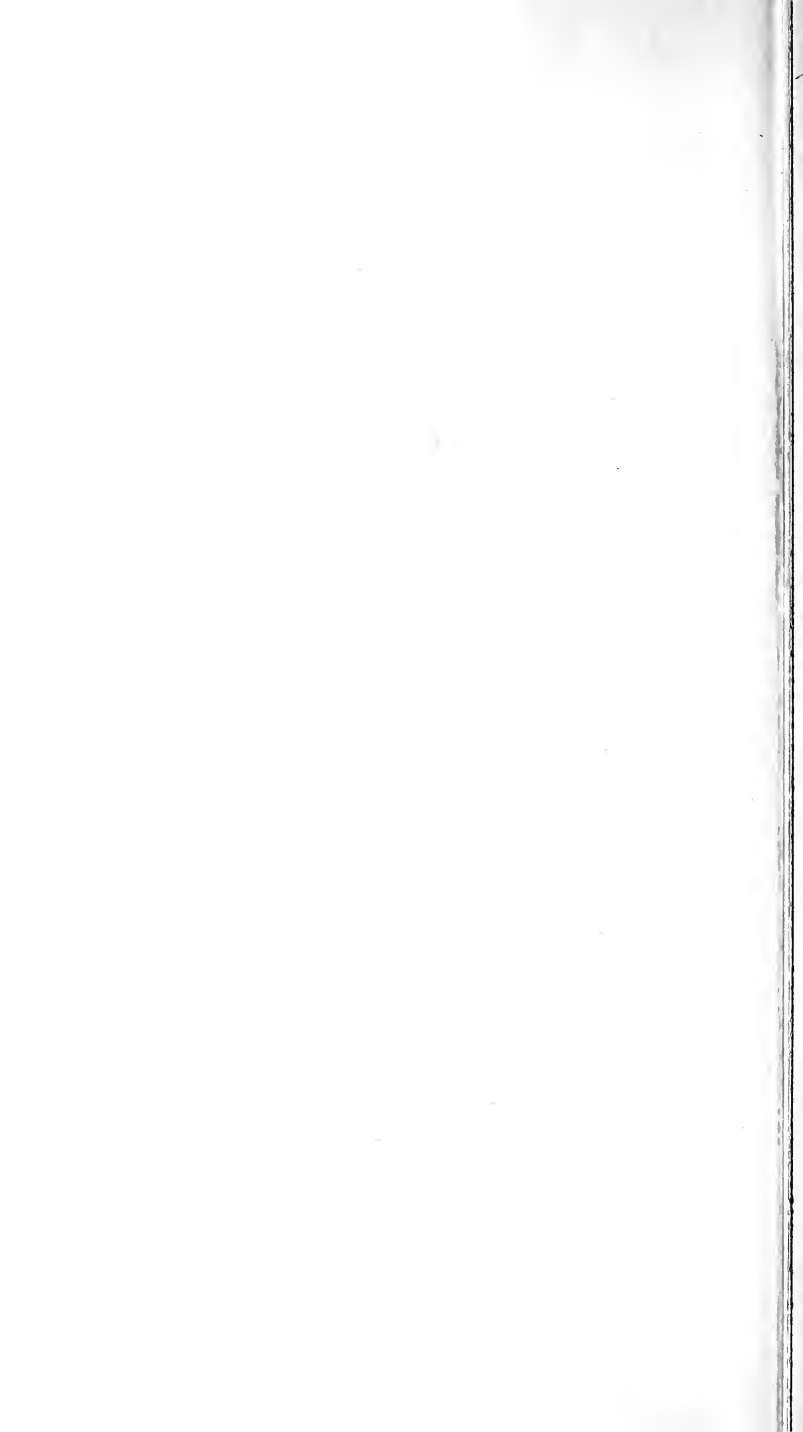
— is an Interjection, because it expresses the passions or emotions of the speaker.

* The author thinks that the Adverbs should be learned by classes. See page 49.











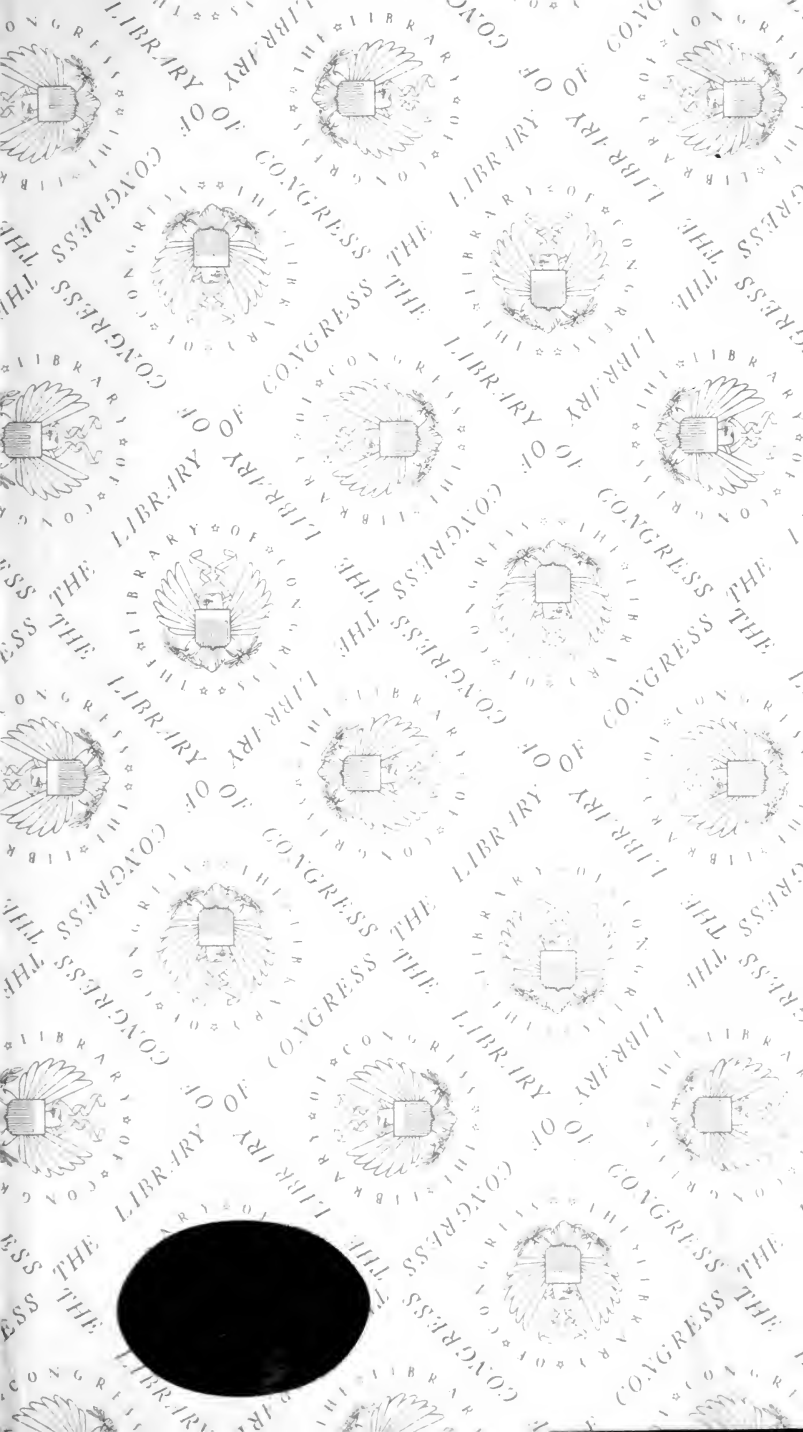


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